

Writing Clearly

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Writing Clearly

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A Practice Book in Language

BY

Paul McKee AND Annie McCowen

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To the Boys and Girls

If you use this book carefully, you will learn something about these four important things:

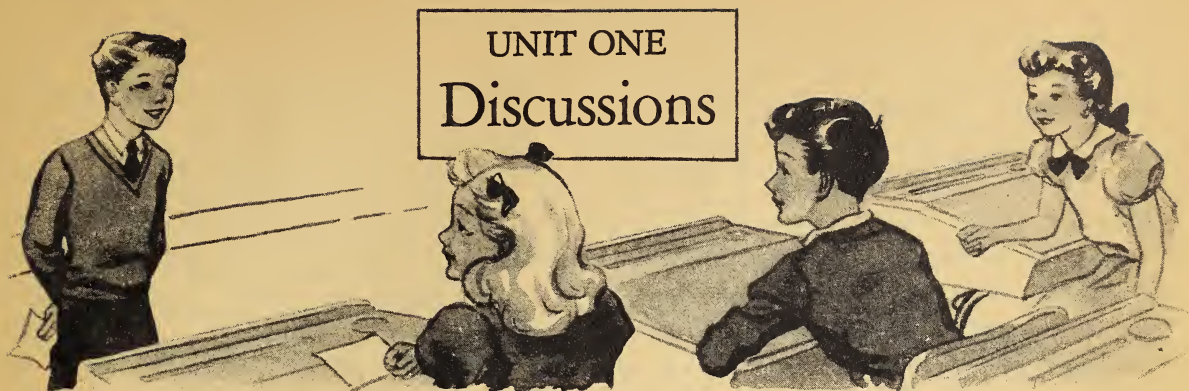
1. How to decide what to say when you write letters, reports, stories, and descriptions.
2. How to write clearly so that others can understand what you mean.
3. How to write correctly and use words correctly.
4. How to be thoughtful of others in writing to them or for them so that your writing will give them pleasure.

In using this book, always do these five things when you study and work out a lesson:

1. Read carefully the words printed in heavy black type in the box at or near the beginning of the lesson. Be sure that you understand what those words say.
2. Read directions carefully to find out what you need to do in the lesson.
3. Think before you write. Take time to decide what you should write.
4. Check what you have written to find out whether it says exactly what you mean and whether you have written it correctly.
5. Correct any mistakes that you find.

N.B. The majority of the names and addresses used in this book are fictitious.

Name.....



1. Rules for Discussions

Which of these rules are good for class discussions? Write *Yes* beside the good rules and *No* beside those that are not good.

.....1. Take part in the discussion by giving and by asking for information about the topic.

.....2. If someone makes a remark that you do not understand, ask him politely to explain what he means.

.....3. Interrupt others when you have some information to give that is more important than that which they are telling.

.....4. Speak loudly enough so that everyone in the group can hear you easily.

.....5. Pay no attention to what others say unless they are giving information which is new to you.

.....6. If you disagree with something that is said, do so politely.

.....7. Begin to talk only when no one else is talking.

.....8. Give everyone in the group a chance to add something to the discussion.

.....9. When you have a chance to speak, tell everything you know about the topic before you stop, regardless of how long it takes you to do it.

In the space below, rewrite the above rules that are wrong. Word each so that it is right.

.....

.....

.....

.....

.....

.....

.....

Name.....

2. Keeping to the Problem or Question

In a discussion, everyone in the group should talk only about the problem or question that is being discussed.

In the following discussion find the statements or questions that have nothing to do with the question that is being discussed. Draw a line through them.

BOB: Today, we must decide what refreshments to serve at our party on Friday. We have two dollars to spend. Has anyone a suggestion?

JANET: Sandwiches are nice. Everyone likes them, too.

JACK: What kind shall we have?

LULU: At our last picnic, sand got into the sandwiches. Alice laughed about eating sand in a sandwich.

LUCY: If we serve sandwiches, we'll have to make them Thursday. Won't they be hard and dry by Friday?

KAREN: Yes, sandwiches are troublesome to make as well as keep. Let's serve cocoa and cookies instead. Is cocoa hard to make?

TOM: Haven't you made cocoa? I'm quite a cocoa expert.

MARY: Cocoa should be served hot and we have no way to heat it here.

SEVERAL TOGETHER: That's right!

CAROL: Why not have apple cider and cookies?

SEVERAL TOGETHER: Yes, let's do.

BOB: What kind of cookies shall we get?

SAM: Grandmother bakes coconut cookies when I visit her because I like them so well.

BILL: I suggest chocolate or oatmeal cookies. Are they expensive?

AGNES: Mother buys them sometimes at the Bon Ton Grocery.

KAREN: I suggest that each of us girls bake a batch of her favorite cooky for the party.

SEVERAL GIRLS TOGETHER: Fine! Good idea!

DICK: Then why don't we boys each pop a pan of popcorn as a contribution to this party?

BOYS TOGETHER: Yes, let's do that.

BOB: Those who agree that we buy cider, that each girl make up her favorite cooky recipe, and each boy pop a pan of corn for the party, please hold up their hands.

All hands were raised.

Below are the names of boys or girls who told something that did not belong to the discussion. After each name, write a sentence that the boy or girl might have said that would have answered a question which was asked about a point being discussed.

LULU:

TOM:

SAM:

AGNES:

3. Making a Summary

Sometimes you need to make summaries of important discussions that your class has. A summary should tell in a few sentences the following things:

1. What problem was discussed.
2. The most important suggestions and plans that were offered during the discussion.
3. What answer or conclusion was decided upon.

The following summary of the discussion in Lesson 2 fails to tell all of these things. Decide what has been left out. Then in the space below copy the summary. Add sentences to make it tell all that it should tell.

Three suggestions were made about the refreshments for the party Friday. Janet suggested sandwiches. Karen thought cocoa and cookies would keep better. We had no way of heating cocoa so Carol suggested cider instead.

4. Good Manners in Discussions

1. When a boy and a girl begin to talk at the same time, the boy should stop until the girl has finished what she started to say.

2. When a boy or girl and an older person start talking at the same time, the boy or girl should stop and allow the older person to finish.

3. When two boys or two girls begin a remark at the same time, they should stop and decide which one should finish his remark.

4. Do not interrupt anyone who is talking unless it is necessary to do so.

5. When you must interrupt someone, do it politely.

6. When you disagree with a statement that another person has made, do it politely. Then explain why you disagree with him.

In the space below each of the following questions, write a short sentence which will answer the question correctly.

1. Bill, Susan, and Tom start talking at the same time. Which one should continue?

.....

2. Your father and you begin at the same time to read a joke aloud to the family. What should you do?

.....

.....

3. Bob and Dick start to tell a funny story at the same time. They both stop and smile. What should they do next?

.....

.....

4. At the dinner table, Joan and her mother both start to tell something that happened during the day. What should Joan do?

.....

.....

5. Sally has just started making a long report. Her mother calls you to the door and says that she must speak to Sally at once. Should you interrupt Sally or wait until she finishes her report?

.....

6. If you decide to interrupt Sally, which is the best way to do so, the first, second, or third remark below?

(1) Sally, your mother wants you. It's important.

(2) Excuse me, Sally, but your mother must see you at the door at once.

(3) Sally, you'll have to stop. You are wanted at the door.

.....

7. Is the first, second, or third remark below the correct way to disagree with a boy who has just said, "Lindbergh made the first successful flight in an airplane"?

(1) Excuse me, but I disagree with you. I read that the Wright brothers, Wilbur and Orville, made the first successful flight.

(2) Oh, no! people were flying before Lindbergh was born.

(3) Aren't you all mixed up? Lindbergh's flight from New York to Paris wasn't the first flight in an airplane.

.....

5. Uses of Sentences

Sentences that show excitement, surprise or some other strong feeling are called *exclamatory* sentences. Put an exclamation point at the end of an exclamatory sentence.

Example: *What a noisy bird that is!*

Sentences that tell something without showing strong feeling are called *declarative* sentences.

Example: *Blue jays are noisy birds.*

A declarative sentence that gives a command is sometimes called an *imperative* sentence.

Example: *Sit still, Joe, and let's watch this jay.*

A period should be placed at the end of each declarative and each imperative sentence.

A sentence that asks a question without showing strong feeling is called an *interrogative* sentence. Put a question mark at the end of each interrogative sentence.

Example: *Are all jays as noisy as this?*

Put the correct punctuation mark at the end of each of the following sentences. In the blank following each sentence, write the word which tells what kind of sentence it is, *declarative*, *interrogative*, *imperative*, or *exclamatory*.

- 1. Look at that robin
- 2. What is it trying to do
- 3. It seems to have a crook in its neck
- 4. What a silly-looking bird it is

- 5. It is hunting worms
- 6. Why does it cock its head on one side
- 7. Is it listening for the noise a worm makes in the ground
- 8. No, it's not listening
- 9. It is looking
- 10. What an odd way to look for a worm
- 11. How can it see better with one eye than with both
- 12. Notice how far to the sides a robin's eyes are set
- 13. Robins' eyes don't focus in front as ours do
- 14. They see more clearly with their heads cocked
- 15. Isn't this bird a comical-looking fellow
- 16. Keep quiet and let's watch Mr. Robin for a while
- 17. Creep closer to this tree
- 18. We can see better
- 19. Pshaw, you frightened him away
- 20. Our nature study lesson has ended for today

Name.....

6. What Is a Sentence?

To decide whether or not a group of words is a sentence, think what the group of words means or does. If it tells or asks something by itself, it is a sentence. If it does not, it is not a sentence.

A sentence: *Doves are gray in color.*

Not a sentence: *The cooing of the doves.*

Some of the following groups of words are sentences and some are not. In the blank write *Yes* by each group of words that is a sentence. Write *No* by each group that is not a sentence. Put the correct punctuation mark at the end of each sentence.

.....1. Doves are usually timid birds

.....2. At the slightest noise

.....3. The doves around our house are quite tame

.....4. Because we throw bread crumbs to them regularly

.....5. A pair of doves began building a nest on a ledge by a window

.....6. Right where I could watch them

.....7. I wanted to see how they did it

.....8. What do you think it was made of

.....9. Twigs under the maple tree in our yard

.....10. The mother bird chose each twig with great care

.....11. With her beak she lifted one twig at a time and shook it

.....12. If she liked the twig she flew to the nest and placed it

.....13. If a twig didn't suit her

.....14. How did she know whether or not a twig was good building material

.....15. That was a question no one in our family could answer

.....16. She evidently knew how to select the twigs wisely

.....17. The nest held together until long after her family had flown

.....18. If the father bird ever helped her build that nest

.....19. Do male birds usually help their mates build nests

.....20. In feeding the young do they usually

Choose two groups of words above which are not sentences. Add words to each of them to make a sentence. Write the sentences on the lines below.

.....
.....
.....

7. More Practice in Recognizing Sentences

Any group of words which is written with a capital letter at the beginning and a period, question mark, or exclamation point at the end looks like a sentence. It has the form of a sentence but it may not be a sentence.

To decide whether or not a group of words is a sentence, think what it does or means rather than how it looks. If it tells or asks something by itself, it is a sentence. If it does not, it is not a sentence.

In the following paragraph, draw a line under every group of words that has the form of a sentence, but that is not a sentence.

In the space below rewrite the paragraph correctly. Leave out the periods that are not needed. Change capital letters to small letters when you need to do so. Make sure that your sentences are correct in form and in meaning.

A pair of bluebirds built a nest in the garage of our mountain cabin. When the eggs hatched. I decided to find out how the young birds were fed. I never understood why one greedy little rascal didn't grow fat. While his brothers and sisters starved. Now I know the reason. The mother keeps feeding one bird until it has had enough. When that bird is no longer hungry. It shuts its mouth and keeps it shut. The mother then starts dropping worms into the open mouth of the next young one. She keeps this up until all have been fed. By that time. The first one is hungry again. What a busy life a mother bird lives!

8. Keeping Sentences Apart

If in writing, you run your sentences together by putting unnecessary words such as *and*, *and so*, and *and then* between sentences, your meaning will not be clear. Keep your sentences apart.

Wrong: We spend our summers at our cabin by Mirror Lake *and* I spend hours watching the animals that live there.

Correct: We spend our summers at our cabin by Mirror Lake. I spend hours watching the animals that live there.

In the following statements made by Carol draw a line through each unnecessary *and*, *and so*, or *and then*, that is used to run together two or more sentences that should be kept apart.

In the space below rewrite Carol's statements correctly. Leave out all unnecessary *and's*, *and so's*, and *and then's*. Add periods and change small letters to capitals where you need to do so. Keep the sentences apart.

After scattering chunks of bread over a big rock I sat down quietly to watch what would happen and I hadn't waited long before a tiny chipmunk spied the feast and so he made for it and then his friends must have seen him for chipmunks came scurrying from every direction to join him and in the midst of all this feasting a much larger chipmunk appeared. He dashed first at one little fellow and then at another, scolding loudly. They fled before him and so soon he sat alone stuffing himself while a ring of smaller chipmunks watched him hungrily not knowing enough to gang up on him. I was about to fight their battle for them when down swooped an oriole right at that big chipmunk and quickly that bird, smaller than a robin, drove the big bully away.

9. Combining Sentences

The following sentences are too short and choppy to sound well. Combine each group of sentences to make one sentence. Use *and* to join parts of a sentence, but not to run sentences together. Use words like *who*, *because*,

which, *as*, or *when*. Leave out words if you need to, but do not change or leave out ideas. Example: A biplane has two wings. A monoplane has one wing. *A biplane has two wings, but a monoplane has only one.*

1. One day Bill and I went to the Air Show. It was at the airport.....

2. We had a long talk with one of the men there. He was one of the stunt pilots.

3. He showed us how he controls his plane. It is done with the joy stick and foot pedals.

4. He had a parachute. It was all packed. It was strapped on his back.

5. After a while he had to leave. It was time for his stunt flying.

6. We watched him. He looped. He rolled. He made power dives.

7. I told Bill that I wanted to be a stunt pilot. I meant after I grew up.

8. Bill said he never could. Even roller coasters make him feel funny inside.

Name.....

10. Reviewing Important Words

The words *seen, done, come, gone, eaten, given, run*, and *taken* are correctly used with helping words, as *have seen, had taken*. The words *saw, did, came, went, ate, gave, ran*, and *took* are never used with helping words.

Write the correct word in each blank:

Use *saw* or *seen*:

Last summer I 1..... the best parade I've ever 2..... In it I 3..... elephants, tigers, and lions. You should have 4..... the clowns!

Use *did* or *done*:

See what Rover has 5..... to your hat! He 6..... that while you and I 7..... our homework. He knows he has 8..... wrong. See how ashamed he is of what he has 9.....!

Use *came* or *come*:

Has the postman 10.....? I hope a package 11..... for me. It should have 12..... yesterday. I 13..... home early to get it.

Use *went* or *gone*:

Jack has 14..... away with the Boy Scouts. They have 15..... to their camp. They 16..... prepared for an eight days' stay. They have been 17..... since Saturday.

Use *eat, ate*, or *eaten*:

My goat has never 18..... the clothes off the line, nor has he 19..... tin cans. He 20..... a paper bag once, but that was only after he had 21..... the carrots that were in it.

Use *give, gave*, or *given*:

Jerry's father 22..... him a pony. He has 23..... him a saddle, too. His mother 24..... a bridle. These presents were 25..... to Jerry on his birthday.

Use *ran* or *run*:

A rabbit 26..... down the road. It 27..... crazily, blinded by our lights. Dad has never 28..... over an animal. He applied his brakes as the rabbit 29..... ahead.

Use *took* or *taken*:

Bill 30..... the wrong path. He should have 31..... the path to the left, but he 32..... the right turn instead. He had 33..... it without seeing the other path.

11. Using *Wrote, Written; Broke, Broken; and Drove, Driven* Correctly

Written, broken, and driven are used correctly with helping words such as *is, are, was, were, have, or has*.

Right: Have I *written* you that our windshield was *broken* by a pheasant *driven* against it in a storm?

Wrote, broke, and drove are never used correctly with a helping word.

Right: I'm sure I *wrote* how we *drove* into Santa Fe after we *broke* the windshield.

Write the correct word in each blank:

Use *wrote* or *written*:

The class 1..... to Sue today.

Our letter should have been 2..... last week as her last letter to us was

3..... then, and she had already

4..... us two letters. We have

5..... her only one because Sue

6..... from a different place each

time. Her first letter was 7.....

from Canso. Next she 8..... to

us from Truro. Her last letter was

9..... from Campbellton. She..

hasn't 10..... from Quebec yet.

Sue hadn't 11..... her Quebec

address until her last letter, so we couldn't

have 12..... sooner.

Use *broke* or *broken*:

My bicycle is 13..... No one

knows who 14..... it as it was

15..... at school. Two spokes

are 16..... from a wheel, and

the bell seems to be 17.....,

too. I've never 18..... the bi-

cycle myself, but my little brother, Tommy,

19..... it once. He couldn't have

20..... it this time because he

was at home when it was 21.....

Use *drove* or *driven*:

Father had never 22..... our

new car until he 23..... the family to Mirror Lake. Mother had already

24..... it, but she had only

25..... it on pavement. It hadn't

been 26..... over rough roads until

Dad 27..... it. He kept saying

how he hated to have a nice new car

28..... over such roads. He

thought it would have to be 29.....

in low most of the way, but to his surprise, he

30..... in high until the last hill,

when it had to be 31..... in second

to the top. At the end of the trip, Dad

said, "I never 32..... a better car."



12. Other Words of Like Meaning

Fill each blank with a word chosen to take the place of the word, or words, printed in parentheses. Choose the best word from the list that has the same number as the blank. Choose words that keep the meaning about the same, or make it more exact.

A TRICK BOAT

The fishing boat of the Eskimo is called a kayak (pronounced kī'āk). It has a light (skeleton) 1..... of bone or driftwood. Over this is (pulled tightly)

2..... a watertight covering of skins. The top of the boat is covered as well as the bottom and sides.

In the (middle) 3..... of the top is a (round) 4..... opening, just large enough for a man to (slip)

5..... in and sit flat on the bottom of the kayak. Around the opening is a tight cuff which is buttoned (tightly) 6..... about the

rider's (middle) 7..... to keep the water out. Kayaks are always long (thin) 8..... boats, (often)

9..... twenty feet long, but (hardly ever) 10..... more than twenty inches wide. They are propelled by a double paddle.

Eskimos are (clever) 11..... in handling these little boats. They can turn them upside down and then right side up

without any (trouble) 12..... White men who have tried it say that it is

(simple) 13..... enough to turn a kayak upside down. The (stunt)

14..... is to get right side up again before you drown.

1. mast — sail — wharf — framework
2. laid — stretched — folded — cut
3. center — end — corner — back
4. square — tiny — triangular — circular
5. fall — jump — slide — fly
6. loosely — snugly — carelessly — happily
7. arms — neck — waist — ankles
8. broad — narrow — wide — bulky
9. always — never — seldom — frequently
10. usually — seldom — never — always
11. skillful — awkward — clumsy — slow
12. ease — difficulty — fish — sails
13. hard — difficult — easy — troublesome
14. joke — story — ride — trick

13. Using *Rang, Rung; Sang, Sung; Began, Begun; and Drank, Drunk* Correctly

Rung, sung, begun, and drunk are used correctly with helping words such as *have, has, had, is, are, was, or were*. Right: We had *drunk* lemonade and had *sung* songs until after the bell had *rung* and the program had *begun*.

Rang, sang, began, and drank are never used correctly with a helping word. Right: We *drank* lemonade and *sang* songs until the bell *rang* and the program *began*.

Write the correct word in each blank:

Use *rang* or *rung*:

The farm bell had to be 1..... at five each morning. While Grandfather was away, I 2..... it. The first time the alarm clock 3..... at 4:50, I turned it off and went back to sleep. The hired men were late because the bell hadn't 4..... Next morning when the alarm 5..... I went and 6..... the bell at once, but when I had 7..... it I went back to bed. Grandmother said that the farm bell had to be 8..... at seven to wake the fellow who 9..... it at five.

Use *sang* or *sung*:

I had no idea how much canary birds 10..... until we got Billy. After he had 11..... all day long, he 12..... at night as well.

When we 13..... at the piano, he 14....., too. Finally, we complained to the salesman who said, "I've had plenty of complaints about birds that have 15..... too little, but never about one that 16..... too much."

Use *began* or *begun*:

When we 17..... our trip, over Milner Pass, it had just 18..... to sprinkle. The rain 19..... in earnest when we reached ten thousand feet. At the top of the pass it 20..... to hail. The hail 21..... to soften into snow. After we started down again, the sun 22..... to shine. We had had sunshine, rain, hail, and snow since we had 23..... our ride.

Use *drank* or *drunk*:

The first day we had our birdbath, we watched the birds as they 24..... Some 25..... a little and some 26..... a lot, but they all 27..... with their heads tilted back. After they had 28..... their fill, they all took baths. Some of the same birds have 29..... there every day.

14. Using *Grew, Grown; Threw, Thrown; and Knew, Known* Correctly

Grown, thrown, and known are used correctly with helping words such as *have, has, had, is, are, or were*.

Right: Although it was *known* that Jack had *grown* too big for his bicycle, the bicycle was not *thrown* away.

Grew, threw, and knew are never used correctly with helping words.

Right: Jack *threw* the seed where he *knew* that flowers always *grew*.

The words *growed, throwed, and knowed* are never correct.

Write the correct word in each blank:

Use *grew* or *grown*:

In the past year, Ned 1.....
three inches. He 2..... so big
that all his clothes are too small. He has
3..... too tall to wear his over-
coat; his feet have 4..... too big
for his shoe skates; and his gloves are too
small because his hands have 5.....
so big. Bill always 6..... rapidly,
but this year he has 7..... even
more rapidly than usual. His mother hopes
that he has 8..... as much as he
is going to for a while.

Use *threw* or *thrown*:

The rider was 9..... from his
horse. Luckily, the horse 10.....
him into some moss. He might have been hurt
if he were 11..... on a hard road.

Jerry thought he 12..... the nut
shells into the waste basket before he

13..... the corn to the chickens.

Instead, he had 14..... the corn
into the wastebasket, and then he had

15..... the nut shells to the
chickens.

Tom said, "Mother, have you by any chance

16..... my old leather jacket away?"

"Yes," said Mother, "I 17.....
it out at last. It was high time that jacket

was 18..... away."

"I wish," said Tom, "that it was my
sissy hat that you 19..... away."

Use *knew* or *known*:

Jack 20..... how to swim under
water. He had 21..... how for
years, but he hadn't 22..... how
to dive well. His friends 23.....
many more dives than he did.

I 24..... I should have studied
last night. I 25..... it better
today when I found I would have to stay and

study the lesson I hadn't 26.....

It wasn't until yesterday that I
27..... you were coming. If I'd

28..... earlier, I'd have met you.

15. Using Negatives Correctly

A negative is a word that has the meaning of *not* or *no* in it. *Never, not, no, none, nobody, nothing, and nowhere* are negatives. Contractions that end in *n't*, such as *can't, don't, isn't, and didn't*, are negatives.

Here are three rules for using negatives:

1. Use only one negative in the same sentence to ask or tell about the same thing.
2. Do not use a negative with the word *hardly* or the word *scarcely*.
3. Never use *ain't*.

Right: I haven't any money.
Wrong: I haven't no money.

Right: I can hardly wait for vacation.
Wrong: I can't hardly wait for vacation.

In each of the following sentences, draw a line through the incorrect word or words printed in italics:

- 1. There isn't *anything nothing* in the box.
- 2. He wouldn't give *anybody nobody none any* of his candy.
- 3. Jack hasn't *never ever* been to the circus.
- 4. Aren't there *no any* nuts on the tree?
- 5. None of the candy *was wasn't* left.
- 6. Owls *can can't* hardly see in the daylight.
- 7. Our old car *won't will* scarcely run.
- 8. Dad *could couldn't* hardly see to drive in the fog.
- 9. There is scarcely *any no* time wasted in our class.
- 10. Young birds *can can't* hardly fly.
- 11. Wasn't there *none any* of that cake left?
- 12. Isn't there *nothing anything* I can do to help?
- 13. I won't tell *nobody anybody*.
- 14. This dog doesn't have *no any* collar.
- 15. The baby *couldn't could* hardly talk.

Write the correct word in each blank:

Choose *none* or *any*:

- 16. Bill wouldn't give Bob of his stamps.
- 17. Dick hasn't lost of his marbles.
- 18. The candy was so good that of it is left.
- 19. Be careful not to spill of this ink.
- 20. I didn't lose of my marbles.

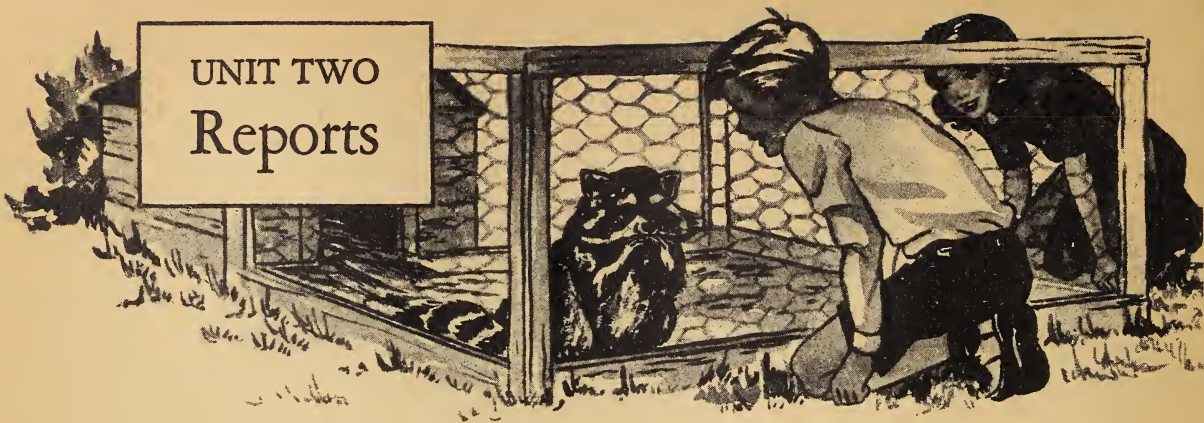
Choose *ever* or *never*:

- 21. Tom is tardy.
- 22. Haven't you been tardy?
- 23. The word *ain't* is correct.
- 24. Aren't you coming to visit me?
- 25. Don't do that again!

Choose *nothing* or *anything*:

- 26. There wasn't there.
- 27. Didn't the boy have to eat all day?
- 28. There wasn't I could do to stop him.
- 29. There was for Bill to do but apologize.
- 30. I will have to do with you.
- 31. I haven't in my pocket.
- 32. I didn't do to you.

UNIT TWO Reports



1. Choosing Suitable Topics for Reports

In choosing a suitable topic for a report, follow these rules:

1. Choose a topic in which you and your classmates are interested.
2. Choose a topic about which you have or can find enough information to make a good report.
3. Choose a topic that is not too broad.

Four of the following topics are good ones. Two are probably not interesting to your class. Three are too broad. Most boys and girls would be unable to find information about two of the topics.

In the blank below each topic that might be a suitable one for you or your classmates to use in making a short report, write the word *Good*. On the line below a topic that is too broad, write the words *Too broad*. Under any topic that would probably not be interesting to your class, write *Not interesting*. Under a topic about which it would be hard to get information, write *No information*.

1. Why Some Leaves Change Color in the Fall

2. What I Eat for Breakfast

3. How to Make a Television Set

4. South America and Its People

5. How the Oriole's Nest Is Built

6. Travel by Land, Air, and Sea

7. What I Dreamed Last Night

8. Why a Raccoon Makes a Good Pet

9. How to Prevent Electrical Storms

10. Birds of America

11. How to Lay Out a Baseball Diamond

2. Telling Enough in a Report

In giving a report, you should tell enough about the topic to make the report interesting and easy to understand. To help you think of or find out enough about a topic, write questions that the report should answer.

For example, if someone were reporting on *How to Make a Dog House*, you would expect him to answer these questions:

1. What materials are needed?
2. What order must you follow in doing the things that have to be done?
3. What are some mistakes that you must be especially careful not to make?
4. About how long will it take you to do the job?
5. About how much will the dog house cost when finished?

Under each of the following topics write questions which you would expect to find answered in a good report on that topic:

HOW TO CARE FOR BABY CHICKS

.....

.....

.....

.....

.....

THE WORLD'S LONGEST RIVER

.....

.....

.....

.....

.....

A COLONIAL KITCHEN

.....

.....

.....

.....

.....

Name.....

3. Keeping to the Topic

In a good report each sentence tells or asks something about the topic of the report.

Draw a line through the sentences in this report which do not tell anything about the topic, Parks in the Rockies. Then copy the report as it should be written.

Motoring in the Rockies provides unforgettable thrills and offers splendid opportunities

to see Nature in a magnificent setting. Mother likes travelling by motor. In the national parks of this region good motor roads lead to mountain wonderlands containing massive peaks, huge glaciers, beautiful lakes, wooded valleys and alpine meadows. Bill and I go swimming every Saturday in the summer. With the exception of Glacier Park, all the national parks in the Rockies can be reached by motor car.

4. Organizing a Report

Here are four other rules for making good paragraphs in writing a report.
1. Each paragraph in a good report tells something about one small topic called the paragraph topic.
2. Each paragraph topic is a part of the main topic of the report.
3. All the sentences that tell something about a certain paragraph topic should be put into one paragraph.
4. A separate paragraph should be used for each paragraph topic.

In gathering information on the topic, *How Seeds Travel*, Bob made these notes:

- 1. Many seeds travel with wind.
- 2. Dandelion seed has silky hairs. Hairs act as parachute.
- 3. Animals and people help scatter seeds.
- 4. Hard seed pod of milkweed cracks. Wind lifts seeds and carries them away.
- 5. Cockleburs cling to people's clothes and animals' fur and may be carried for miles.
- 6. Some plants explode and scatter own seeds.
- 7. Squirrels bury nuts. Nuts sometimes sprout.

- 8. Seed case of violet splits. Seeds are thrown all around.
- 9. Birds carry berries away to eat. Seeds are dropped far away.
- 10. Seeds of maple and other trees have wings. They fly with the wind.
- 11. When tumbleweed is light and dry, wind blows it along the ground.
- 12. Men carry fruits and berries off to eat. Seeds are dropped a long ways away.

In Bob's notes there are three ways that seeds travel, so he decided to use each of the ways as a topic for a paragraph in his report. Below are the sentences that he used to begin each paragraph. In the space after each, write the numbers of those notes which have ideas that belong in that paragraph.
First Paragraph: Many seeds travel with the
wind.
Second Paragraph: Animals and people help
to scatter seeds.
Third Paragraph: Some plants explode and
throw their own seeds far and wide.

Read again the notes that you think belong with the first paragraph of the report. Below, write the first paragraph using Bob's notes. Make good sentences.

.....

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.....

.....

Name.....

5. A Review of Capital Letters

Use a capital letter to begin:

1. The first word of a sentence.
2. The first word and each important word in a title. Such words as *and*, *a*, *an*, *by*, *for*, and *the* are not considered important.
3. The name of a person or pet.
4. The abbreviations *Mr.* and *Mrs.* and the word *Miss*.
5. The name of a day or month.
6. The name of a special day or place, such as *Christmas Day* or *Forest Park*.
7. The name of a town or city.
8. The name of a province or country.
9. The beginning word and each important word in the name of a company or firm, such as *The City Gas and Electric Company*.

Write with a capital letter:

10. The word *I*.
11. The initials of a person's name.

A VISIT TO A LION FARM

Near Los Angeles, California, is an unusual place called Gay's Lion Farm. One Sunday afternoon last December Father and I visited it just as the lions were being fed.

A huge chunk of raw horse meat was thrown into each cage. One orphaned cub named Miriana was the pet of the farm. She followed her keeper, Mr. L. R. Johnson, all around the farm. Finally he sat down on a stump, took a nursing bottle of milk from his pocket, cuddled Miriana in his arms like a baby, and fed her. All the other cubs were in cages with their mothers.

Gay's Lion Farm sells lions to circuses. They rent them to moving picture companies for pictures about Burma and India. Artists rent them for models. One man had just bought a cub for a Christmas present for an actress in Hollywood.

Think of the reason for using each capital letter in the following report:

After each word below, write the number of the rule which explains why that word is capitalized. The words are in the same order in which they appear in the report.

Near.....Los Angeles.....California.....Farm.....Sunday.....December.....

Father.....I.....One.....Miriana.....Mr.....L. R.....

All.....Lion.....Burma.....India.....Christmas.....Hollywood.....

Rewrite the following sentences, using capital letters only where they are needed:

a. FATHER AND I LIKED A PET LION NAMED GILMORE.....

b. MR. A. L. RICHARDSON PAINTS GILMORE ON POSTERS FOR THE RED LION
ICE AND COAL COMPANY OF BROWNSVILLE.....

6. Using the Table of Contents to Find Information

The table of contents, which is near the front of a book, gives a list of the titles of the chapters or units or lessons in the order in which they come in the book. To the right of each title is the number of the page on which that chapter or lesson begins.

Use the *contents* of this workbook to find the answers to the following questions. In the blank under each question, write a declarative sentence that answers the question. Begin each sentence with a capital and end it with a period. Be sure that each answer is a sentence.

1. How many units are in this workbook?

2. How many lessons are usually in each unit?

3. To what page would you turn to find out how to make a summary?

4. What is the title of Unit Four?

5. On what page is there a lesson on giving reports of motion pictures?

6. Where can you find information about writing business letters?

7. Where is the first exercise on using capital letters correctly?

8. On what page can you find out how to use *lie*, *lay*, *laid*, and *lain*?

9. In what units is there information about storytelling?

10. Where could you find out how to write an invitation?

11. On what page would you look to find out how to write a thank-you letter?

12. Where would you look for help in arranging words alphabetically?

7. Using the Index to Find Information on Topics

A good index contains a list of all the important topics on which the book gives information. After each topic are the numbers of the pages on which information about that topic is given. Sometimes sub-topics are listed after a topic. Sub-topics show what the book tells about the main topic.

Notice how punctuation marks are used in the following part of an index from a science reader.

- 1. Page references are separated by commas.
- 2. A dash (-) between two page numbers means that there is information about that topic not only on the two pages listed, but on all pages between those two.
- 3. A semicolon (;) is used to separate the last page number of a sub-topic from the next sub-topic.

Use the above part of an index to do this exercise:

In the blank which follows each of the topics below, write the numbers of all the pages on which you would look in the science reader to find information on that topic. Separate the page numbers by commas. The first blank is correctly filled for you

- 1. Cold-Blooded Animals — pages
32, 33, 34, 81, 92
.....
- 2. Honeybees — pages.....
- 3. Accidents in the Home — pages
.....
- 4. Nest of the Baltimore Oriole — pages
.....
- 5. Why Fire Needs Air — pages
.....
- 6. How to Build a Birdhouse for Chickadees —
pages

- Part of an index from a science reader
- Accidents, in the home, 15, 123-125; in streets, 126
- Air, what it is, 90; why a fire needs, 91-93
- Animals, cold-blooded and warm-blooded, 32-34, 81, 92; food of, 30-32, 51, 52
- Ants, black, 142; carpenter, 141; red, 141; white, 142
- Baltimore oriole, color of, 64; nest of, 65; where found, 64
- Bat, 70
- Bees, bumblebees, 143; honeybees, 143-145
- Birds, how they destroy insects, 150; in winter, 50; migration of, 51-54
- Caterpillar, damage done by, 138-140; how to destroy, 140-142; what they are, 137
- Chickadees, birdhouse for, 63; where found, 62
- Christmas trees, ground pine, 123; spruce, 119

- 7. Birds in Winter — pages.....
- 8. How to Destroy Caterpillars — pages
.....
- 9. Migrations of Birds — pages
.....
- 10. How Birds Destroy Insects — pages
.....
- 11. Damage Done by Caterpillars — pages
.....
- 12. Baltimore Orioles — pages
.....

8. Arranging Topics in Alphabetical Order and the Use of Key Words

Topics in an index are arranged alphabetically, that is, according to the abc's.

Topics that begin with the same letter, but do not have the same second letter, are arranged according to the second letter.

For example, *basket* comes before *bronze*.

Topics that have the same first two letters, but not the same third letter, are arranged according to the third letter.

Thus, *glacier* comes before *glider*.

In finding in a book the answer to a question, it is important that you choose the right word to look for in the index. You must choose the most important word in the question. It is called the *key word* or the *topic*.

For example, *linen* is the key word in the question: *Of what is linen made?*

Often it is necessary to use more than one key word.

For example, in the question, *How do frogs differ from toads?*, you may need to use both *toads* and *frogs* as key words.

Write the correct letter in each blank:

1. D comes after and before
2. G comes after and before
3. W comes after and before
4. M comes after and before
5. T comes after and before
6. P comes after and before

In column B, write the topics in column A, arranging them in alphabetical order.

A

B

- | | |
|---------------------|--|
| 7. Leopard | |
| 8. Lighthouse | |
| 9. Loam | |
| 10. Lava | |
| 11. Light | |
| 12. Lynx | |
| 13. Lion | |

In each sentence below, find the key word or key words. Underline the first letter in each key word to show under which letter you would find it in the index.

1. What is frost?
2. How are sponges made?
3. Are all parachutes made of silk?
4. Where do penguins live?
5. Is iron mined in Newfoundland?
6. Was Marconi the real inventor of radio?
7. How can you make a magnet?
8. How is hemp used in making ropes?
9. How far away is the moon?
10. How is oil formed?
11. In what part of Brazil is coffee grown?
12. Can an ostrich fly?
13. How large are whales?
14. How is copra made from coconuts?
15. How is salt mined?
16. Were all of the Vikings from Norway?
17. Is rayon a form of silk?
18. Why is rice an important food in China?
19. Who was Pocahontas?
20. How much wheat is grown in Manitoba?
21. Is lignite a kind of coal?

9. Using Sub-Topics and Cross References in an Index

In trying to find the information that a book gives in answer to a question, it is important that you choose the right sub-topic in the index.

Decide which topic and sub-topic in the part of an index which follows should be used in finding an answer to each of the questions which follow it. In the blank after each question, write the number of the page or pages of the book that you would expect to have information to help you to answer that question.

Earthquakes, causes of, 103; parts of the earth where they occur, 104; *see also* Volcanoes

Edison, Thomas Alva, birthplace, 32; boyhood of, 33-35; invention of electric light, 35-39; other inventions, 40-44

Electricity, care in using, 59; control of, 51; dangers of, 50; how brought into house, 48-50; how made, 47-48; used for cooling, 55; used for heat, 54; used for light, 53; used to make magnets, 22; used to move things, 22, 56-58; *see also* Trains

Evergreen trees, 139; *see also* Forests

Eyes, parts of, 217; care of, 218-220; of insects, 115; *see also* Lenses

1. What causes earthquakes?.....
2. In what parts of the earth do earthquakes occur?.....
3. What are the names of the parts of the eye?.....
4. What are insects' eyes like?.....

5. How can you take good care of your eyes?.....

6. Where was Thomas Edison born?.....

7. How did Thomas Edison invent the electric

- light?.....

8. Did Edison invent the phonograph?.....

9. How is electricity made?.....

10. What are our most common evergreen

- trees?.....

11. How is electricity brought into our homes?.....

12. How are electric refrigerators made?.....

13. How is electricity used to move things?.....

14. Where do earthquakes occur?.....

After the last page reference on the topic *Earthquakes*, notice the words *see also Volcanoes*. This is called a *cross reference*. It means that under the topic *Volcanoes* in the same index, you may find some more information about *Earthquakes*.

In the blank after each of the following topics, write the cross reference given for that topic.

15. Electricity.....

16. Eyes.....

17. Evergreen trees.....

10. Practice in Using Words Correctly

The words *given, gone, come, eaten, begun, done, seen, rung, drunk, known, broken, and taken* are used correctly with helping words.

Gave, went, came, ate, began, did, saw, rang, drank, knew, broke, and took are never used correctly with a helping word. *Knowned* is never correct.

Never use two negatives in a sentence to tell or ask about the same thing.

Do not use a negative with the words *scarcely* or *hardly*.

Draw a line through the incorrect word or words in each group of words in italics.

I have never 1 *knew known* 2 *a no* smarter dog than our Buster. He first 3 *came come* to us when he was just a puppy. No one 4 *knew knowed* where he had 5 *came come* from. We 6 *took taken* him in and 7 *give gave* him some dinner. He 8 *eat ate eaten* as if he had not 9 *eat ate eaten* for days. He 10 *drank drunk* a whole saucerful of milk. When he had 11 *eat ate eaten* and 12 *drank drunk* as much as he could, he went to sleep. When we 13 *saw seen* how cute he looked we couldn't do 14 *nothing anything* but keep him.

Right away Buster 15 *began begun* to make himself useful. He 16 *did done* many things to help us and he didn't have to be taught 17 *nothing anything* twice. He and our pony, Prince, 18 *come came* to be great friends. Every night after his work was 19 *did done* Buster could be 20 *saw seen* trotting out to Prince's stall to be sure his friend was 21 *took taken* care of.

One night, just as it 22 *began begun* to get dark, a storm 23 *come came* up. Soon it 24 *began begun* snowing hard. I had already

25 *took taken* Prince's food to him when I saw Buster as he went to Prince's stall. It wasn't 26 *no any* time before Buster 27 *come came* running back. He 28 *began begun* barking and jumping up at me. He 29 *took taken* my coat in his teeth and pulled me toward Prince's stall. What I 30 *saw seen* there 31 *took taken* me completely by surprise. Prince's food had been 32 *ate eaten*, and Prince had 33 *went gone*! The latch on the door was 34 *broke broken*, the door was open, and Prince wasn't 35 *anywhere nowhere* to be seen. Where he had 36 *went gone* I hadn't 37 *no any* idea.

The storm had grown worse. The wind had 38 *began begun* blowing a gale, and the snow had already 39 *began begun* to pile up in deep drifts. When I went out of the stable, I 40 *could couldn't* hardly see where I was going. I 41 *knew knowed* we had to find Prince in a hurry for soon nobody 42 *could couldn't* venture out in that weather. Buster looked at me as if he 43 *knew knowed* that something had to be done in a hurry, too.

I 44 *rang rung* the farm bell, and Dad 45 *come came* running. When he 46 *saw seen* what had happened, he 47 *took taken* a lantern and our search for Prince 48 *began begun*. Buster ran on ahead. We 49 *had hadn't* scarcely 50 *went gone* fifty feet, when we heard Buster barking. Then we 51 *knew knowed* that Prince had been found. Sure enough, we soon 52 *saw seen* him coming toward us through the storm. We think he must have heard the farm bell when I 53 *rang rung* it. If Buster hadn't 54 *gave given* the alarm so quickly that stormy night, we might have lost Prince for good.

Name.....

11. Using Words of Similar Meaning

Fill each blank with a word chosen to take the place of the word, or words, printed in parentheses. Choose the best word from the list that has the same number as the blank. Choose words that keep the meaning of the report about the same, or make it more exact. Use a dictionary if you need help.

Mushrooms belong to a very (strange)

1..... plant family. They have no green coloring in them. The green part of plants is the food factory. Because they have no factory of their own, mushrooms have to live on food which has been (made ready) 2..... for them by other plants. Mushrooms may be found growing on (rotting) 3..... tree trunks as well as in soil which (has in it)

4..... dead leaves.

The mushrooms for sale in the stores are usually raised by mushroom farmers in dark

(damp) 5..... cellars. Many people, however, find their own growing wild in woods and meadows. The (biggest)

6..... difficulty in picking wild mushrooms is that it is often hard to

(tell the difference) 7..... between those which are (safe to eat)

8..... and those which are poisonous. Some mushrooms are deadly poison and people who make the mistake of eating them often die within a short time.

Unless there is a real (specialist)

9..... on mushrooms in your



family, you'd better (keep on) 10..... buying your mushrooms from the store. If you make just one (mistake) 11..... in (choosing) 12..... the mushrooms, it's probably too late to try again.

1. nice — peculiar — different — common
2. bought — eaten — prepared — lifted
3. rough — maple — young — decaying
4. contains — uses — raises — produces
5. sunny — moist — sandy — wet
6. least — happiest — greatest — smallest
7. know — distinguish — walk — learn
8. bad — harmful — dangerous — harmless
9. basket — expert — teacher — diet
10. stop — change — continue — pretend
11. error — meal — dish — touchdown
12. buying — learning — selecting — making

12. Finding the Meaning of Words from Context

When you meet a strange word in your reading, notice carefully the way that it is used in the sentence in which it occurs. Notice also the sentences that go before it and that follow it. From these sentences you can sometimes find what the word means. This is called using the context to find the meaning of words.

Use the context to find the meaning of the words in italics in this part of a report:

A VISIT TO A NORTHERN KENNEL

In a *remote* Yukon town far away from the main highway, I visited a *kennel* where the most unusual dogs are raised and sold. Eskimo dogs or *Huskies*, as they are called, are raised there. These dogs look very much like

wolves. Their thick furry coats protect them against the bitter cold of the most *rigorous* Arctic winters.

Huskies are of different colors and color combinations. Some of them are mixed brown and white, but most of them are of a *tawny* color such as lions have. All except the youngest puppies are *flecked* with black here and there about their bodies. One had a white face with black markings that formed a perfect *parka* around it. A parka is a hood that Eskimos wear.

The dogs were being trained to pull sleds. Each dog team has a *lead dog* hitched in front which the rest follow. The dogs are taught to obey these commands: "*Gee*," which means turn right, "*Haw*," turn left, and "*Mush*," pull straight ahead as hard as you can.

After each word, write the part of the context which helps to give you its meaning. For example:
Remote — far away from the main highway.

1. kennel.....
2. Huskies.....
3. rigorous.....
4. tawny.....
5. flecked.....
6. parka.....
7. lead dog.....
8. "Gee".....
9. "Haw".....
10. "Mush".....

13. Practice in Arranging Words Alphabetically

If two or more words begin with the same letter, use the second letter in deciding which word to put first in an alphabetical list.

Example: *basket, bead, boat.*

If the first two letters are alike, the third letter is used. Sometimes the fourth or fifth letters may be used.

In arranging people's names in alphabetical order, the last names are used.

In an alphabetical listing, *John Smith* would look like this: *Smith, John.*

When two or more people have the same last name, their first names are used to decide the order.

Smith, Albert comes before *Smith, John.*

Rewrite the following lists of words, arranging them in correct alphabetical order.

- I
- dictate
- diary
- diet
- dial
- differ

- II
- pail
- paid
- painter
- pain
- pair

- III
- tomato
- tomorrow
- tom-tom
- tolerate
- tomb

Below is a list of the Prime Ministers of Canada since Confederation. Arrange the names in alphabetical order.

- | | |
|---------------------|----------------------|
| John A. Macdonald | Wilfrid Laurier |
| Alexander Mackenzie | Robert L. Borden |
| John J. C. Abbott | Arthur Meighen |
| John S. D. Thompson | Richard B. Bennett |
| Mackenzie Bowell | W. L. Mackenzie King |
| Charles Tupper | Louis St. Laurent |

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....
- 12.....

Name.....

14. Using Guide Words to Help Find Words in a Dictionary

At the top of each page in the main part of the dictionary, there are two words printed in heavy black letters. These are called guide words. One of them is the first word, and the other is the last word in the list of words on that page. By looking at the guide words on a page, you can tell whether to look there for a certain word. For example, if the guide words on a certain page are *live* and *loaves*, you would look for *loam* on that page because *loam* comes between *live* and *loaves* in an alphabetical list. You would not look for *local* there because you know that it comes after *loaves*.

Draw a line under each of the following words that would come between *rug* and *run*:

rugged	russet	ruff	rumor
ruby	ruin	rumble	runt
ruler	rummy	rubbish	rustic
rummage	rumpled	rudder	rumpus

Write the eighteen words in alphabetical order to check your work.

- | | |
|--------|---------|
| 1..... | 10..... |
| 2..... | 11..... |
| 3..... | 12..... |
| 4..... | 13..... |
| 5..... | 14..... |
| 6..... | 15..... |
| 7..... | 16..... |
| 8..... | 17..... |
| 9..... | 18..... |

In each group below write *Yes* in front of each word you would expect to find on a dictionary page that has the guide words given for that group. Write *Before* in front of the words that come before that page. Write *After* in front of the words that come after that page.

GROUP I		GROUP II	
Guide words:		Guide words:	
bacon	bake	mint	miser
.....	bait	.....	mink
.....	ballad	.....	miracle
.....	badger	.....	mirage
.....	bail	.....	mirth
.....	back	.....	miser
.....	balcony	.....	misery
.....	bacteria	.....	minus

GROUP III		GROUP IV	
Guide words:		Guide words:	
shaft	shape	fad	fall
.....	shaker	.....	face
.....	shank	.....	fade
.....	shanty	.....	famine
.....	sham	.....	false
.....	shawl	.....	follow
.....	shallow	.....	fagot
.....	shady	.....	falcon

15. Practice in Finding the Meaning of Words

Use the context and the dictionary to find the meaning of the words in *italics* in this report. Rewrite the report in the space below. Change each word in *italics* to another word or group of words that is easier to understand. Reword the sentences if you need to, but don't change the ideas. Copy capital letters and punctuation marks correctly.

THE FIRST REAPER

For more than a *century* wheat had been cut by a scythe. In 1831 a young farmer named Cyrus McCormick invented a machine, called

a reaper, which *facilitated* this work. When it was ready he planned a demonstration. Hundreds of farmers *congregated* at a neighbor's field to *behold* this new *implement* cut wheat. The field which had been *selected* was so bumpy and hilly that the machine would not work. Many of the farmers began to *ridicule* Mr. McCormick. The owner of an *adjacent* field suggested that the reaper be tried on his land which was smooth and level. The machine worked *instantly*. In a few hours it *accomplished* as much as could have been done by a scythe in a week.



UNIT THREE

Letters

1. Making Your Letters Interesting

To make your letters interesting, use these rules:

1. Write about topics that you think will interest your friend.
2. Write enough about each topic to make the letter interesting and easy to understand.
3. Give the letter a center of interest by telling more about one topic than others. That topic should be the one in which you and your friend are most interested.
4. Give your opinion about a topic if you think your friend would like to know it.
5. Say something in the letter to show that it is meant especially for your friend.
6. Answer any questions your friend may have asked you in a letter.

Read the following letter. The sentences in it have been numbered to help you answer questions about it later.

Dear Ray,

1 — I think Chicago is about the most interesting city I've visited.

2 — At the Brookfield Zoo I saw a giant panda. 3 — She looks like a clown all right,

but she is such a lazy, sleepy beast that I soon tired of watching her.

4 — Because of your interest in trains, Dad and I wished you were with us on Friday.

5 — We went through the newest streamlined train. 6 — The Diesel engines were spotlessly clean. 7 — During part of each trip, they pull that heavy train of fifteen cars at a speed of a hundred miles an hour. 8 — In the sleeping cars the seats are about three inches wider than on most trains. 9 — How I would enjoy a long trip on that train!

10 — You asked me when I am coming home. 11 — Dad says it will be the first of June.

Sincerely,
Bob

In the blanks write the number of the sentence (or sentences) which tells:

- a. the center of interest.....
- b. the two main topics.....
- c. facts about the center of interest.....
-
- d. that Bob used rule 5.....
- e. the answer to Ray's question.....

Name.

2. Learning about the Parts of a Letter

A friendly letter has five parts. Notice where and how each part is written in the following letter. What does each part tell? How are capital letters and commas used?

Heading —————→
Greeting → Dear Clara,
Body —————→ I am reading a book that I think you would like. It is called *The Magic Trail* by Grace Moon. The story is an exciting one about an Indian boy and girl. Shall I mail it to you when I finish it?
Closing —————→ Nipper misses you. When I go into your house to water the plants, he searches in every room for you, whining all the time. Both he and I will be glad when you return.
Signature —————→ Sincerely yours,
Margaret Ashton

Add the right words to make a correct statement with each of these beginnings:

- 1. The main part of the letter is the
- 2. The part that tells to whom the letter is written is the
- 3. The part that tells who wrote the letter is the
- 4. The part that tells where and when the letter was written is the
- 5. The part that is like a polite good-by is the
- 6. The correct punctuation to place after the greeting is the
- 7. In the second line of the heading a comma is used to separate the
..... from the
- 8. The correct punctuation to place after the closing is the
- 9. In the date in the heading a comma is used to separate the
from the
- 10. The closing begins with a letter.

Name.....

3. The Parts of a Business Letter

A business letter has six parts: a heading, a greeting, a body, a closing, a signature, and an inside address, which is the address of the person or of

the company to whom the letters are being written.

A colon (:) is the punctuation mark correctly used after the greeting in a business letter.

Find each of the six parts of the following business letter. Write the name of each part beside it. Then copy the letter.

130 Princess Street

—————→ Saint John, New Brunswick

December 10, 1949

Dominion Textile Company Limited

→ Box 250

Montreal, Quebec

→ Dear Sirs:

—————→ My class is studying about the cotton industry. Please
send us any free material that would be helpful to us.

—————→ Yours truly,

—————→ Jerry Lancaster

Read this advertisement for a raincoat:

Keepdry raincoat, fine gabardine. Boys' and girls' sizes 6-16. Colors: tan, navy, brown. State whether for boy or girl. Give size and color desired. \$4.00

This advertisement is from the catalogue of the Samson Clothing Company at 7217 Clyde Avenue in Winnipeg, Manitoba.

In ordering a Keepdry raincoat for yourself, what sentences would you add to the following body of a letter?

Please send me a Keepdry raincoat. I enclose a money order for four dollars.

Write the letter in the space below. Use your home address and today's date in the heading. Sign your own name.

Name.....

5. Writing Only What Is Needed in Business Letters

In a business letter do not waste the reader's time. Tell only what he needs to know. Tell each thing only once.

Give the purpose of your letter at or near the beginning.

Draw a line through each sentence that should have been left out of the following bodies of letters. Draw a line under the sentence that tells the purpose of each letter.

Dear Madam:

May my class visit your candy kitchen on next Monday afternoon at three o'clock? We want to see how candy is made in large quantities. Some of us already know how to make small amounts of fudge and taffy, but we don't understand how fancy candies are made.

There are twenty-five in the class. Our teacher, Miss Parker, will come with us.

Gentlemen:

Will you please send my class twenty-five copies of your free booklet on *The Care of the Teeth*? We already have booklets from several other companies. We use them in our health classes. Send twenty-five copies, please, as each boy and girl in the class wants one.

Dear Sirs:

I am in the sixth grade. My class has been studying about the cotton industry. We have enjoyed it very much. We have read lots of books and magazines about it. Will you please send us thirty copies of the pamphlet *King Cotton*?

Dear Sirs:

Please send me one basketball numbered 187 in your catalogue. It looks like a good ball to me. I play lots of basketball games with my friends. I am enclosing a money order for three dollars and fifty cents.

Gentlemen:

My sixth grade class is making a study of our National Parks. We have already studied about Banff, Jasper, and Mount Revelstoke National Parks. Please send me any free information that you have on Glacier National Park that will be helpful to me.

Dear Sir:

My class would like to visit your newspaper plant on next Thursday afternoon, if that would be convenient for you. We are starting a school paper. We think it will be fun to write the articles and print it on the mimeograph. There are thirty children in my class. Our teacher, Miss Miller, will come with us.

Dear Sirs:

For the enclosed money order for four dollars please send me the sweater numbered 245 in your catalogue for 1942. It's getting pretty cold now and I will need a good warm sweater. I would like a red one, size 12.

Gentlemen:

Please deliver thirty ice cream cups to the sixth grade at the Walker School at two o'clock on Wednesday, December 22. It is for our Christmas Party. A check for one dollar and fifty cents is enclosed.

6. Using Capital Letters Correctly in Letters

Use a capital letter to begin:

1. The title of a person when it is used with his name, as *Doctor Moore, Professor Hunt.*

2. The first word and each name or title in the greeting of a letter, as *My dear Doctor Johnson.*

3. The name of a race or nationality, as *Chinese, Indian.*

4. The first word and each important word in the name of a geographic area, as *The Dominion of Canada, South Sea Islands, Sahara Desert.*

5. The first word and each important word in the name of a club or organization, as *The Big Sister Association, The Boy Scout Association, The Round About Club.*

In deciding where capital letters should be used in the following letter, use the rules above and also those that you reviewed in Lesson 5 of Unit II. In the letter below, underline each letter which you think should be a capital.

GEORGE JAY SCHOOL

VICTORIA, BRITISH COLUMBIA

DECEMBER 2, 1949

DR. H. R. LEONARD

1102 LANGLEY STREET

VICTORIA, BRITISH COLUMBIA

MY DEAR DR. LEONARD:

LAST THURSDAY I HEARD PROFESSOR J. T. JOHNSON TALK TO THE CAMP FIRE GIRLS ABOUT THE ORIENT. HE TOLD US THAT YOU AND MRS. LEONARD HAD JUST RETURNED FROM CHINA. ON NEXT THURSDAY MORNING AT NINE WILL YOU PLEASE TELL MY CLASS ABOUT SOME OF YOUR EXPERIENCES IN CHINA AND SHOW US SOME OF THE CHINESE THINGS THAT YOU BROUGHT BACK TO CANADA?

SINCERELY YOURS,

ALICE MARVEL

7. Punctuating Friendly Letters

- a. Use a question mark (?) at the end of a question.

b. Use an exclamation point (!) at the end of an exclamation.

Use a period:

c. At the end of a sentence that tells something or gives a command.

d. After each initial in a person's name.

e. After the abbreviations, *Mr.*, *Mrs.*, *Dr.*

Use a comma:

f. Between the name of a town or city and the name of a province.

g. After the greeting in a friendly letter.

h. After the closing in a letter.

i. Between the day of the month and the year in writing a date.

j. Between the name of a day and the name of a month, as *Tuesday, July 3.*

k. After the word *Yes* or the word *No* when it is the first word in an answer to a question, as *Yes, I can come.*

Think of the reason for each numbered punctuation mark in the following friendly letter. To the right of each number, write the letter of the rule that tells why that punctuation mark was used.

Box 203

Bridgetown, Nova Scotia

September 30, 1949

3

Dear John,

4

No, I'm sorry that I can't visit you this

5 6

week end. Mr. L. R. Johnson is giving me a

7

job picking apples on Saturday. May I come

the next Saturday instead?

8

What a thrill I got on last Friday,

9

September 13! It was the day of our annual

10

dog show put on by the Townsmen Club.

Only mutts could be entered. I got up early

11

that day and Mrs. Babson and I worked for

hours washing and brushing Paddy until his

coat shone. It was certainly worth it.

12

Paddy won the first prize!

A reporter asked, "May I take a picture of

13

you and Paddy?"

14

Mother laughed when I said, "Yes, will it

be right on the front page of the local paper

tonight?"

15

16 17

It was. Did you see it?

18

Your pal,

Bill Brunty

- Rewrite the following sentences, using capital letters and punctuation marks where needed.
1. DID MRS J R BABSON GIVE PADDY TO YOU
-
2. HOW PADDY HAS GROWN
-
3. THE BABSONS GOT HIM IN HALI-FAX.
-

Name.....

8. More Practice in Using Capital Letters

Use a capital letter to begin:

1. Each important word in the name of a department of government: *Congress, Supreme Court, Police Department.*

2. Each important word in the name of a famous event or document: *British North America Act, Imperial Conference, North Atlantic Treaty.*

3. The name of a church or of a religion: *Protestant, Catholic, Jewish Synagogue, Christianity.*

4. Each important word in the name of a company or business: *The Swan Company, Johnson and Jenkin's Grocery.*

5. The name of a special product: *Writewell Pencils, Ace High Bread.*

Rewrite each sentence using capital letters only where they are needed:

1. MR. R. L. THOMPSON WORKS IN THE POLICE DEPARTMENT.

2. ETIENNE BRULE WAS THE FIRST WHITE MAN TO VISIT LAKE ONTARIO.

3. OTTAWA IS THE CAPITAL OF CANADA.

4. GENERAL CRERAR WAS COMMANDER OF THE CANADIAN ARMY IN 1945.

5. KING JOHN OF ENGLAND SIGNED THE MAGNA CHARTA.

6. BOB BELONGS TO THE PRESBYTERIAN CHURCH.

7. ST. PATRICK'S CATHEDRAL IS A CATHOLIC CHURCH.

8. MR. R. L. WRIGHT IS CURATOR OF THE MUSEUM.

9. THE TOE AND HEEL SHOE SHOP SELLS EVERWEAR SHOES.

10. THE SENATE IS THE UPPER HOUSE OF PARLIAMENT.

11. THE PRIME MINISTER IS PRESIDENT OF THE PRIVY COUNCIL FOR CANADA.

9. More Practice in Using Commas

Use a comma:

1. To separate words or groups of words in a list or series in a sentence.
Examples: *Jim bought peanuts, popcorn, pink lemonade, and ice cream. At Sue's party we played guessing games, listened to stories, and sang songs.*

2. To set off from the rest of the sentence the name of the person who is spoken to.
Examples: *Hurry, Barbara, or we'll be late. Why don't you answer my letter, Julia? Carol, please bring your camera.*

Add commas where they should be placed in the following sentences:

- 1. Howard did you get the stamps I sent you?
- 2. Come early Dorothy so we can get books from the library.
- 3. Jack brought a ball a bat a glove and a catcher's mitt.
- 4. This summer I learned to swim to dive and to row a boat.

- Rewrite the following sentences using capital letters and commas where they are needed:
- 16. FATHER PLEASE INCLUDE BRYCE CANYON THE PETRIFIED FOREST AND THE GRAND CANYON ON THIS TRIP.
 - 17. ST. PETER'S CATHEDRAL THE FIRST BAPTIST CHURCH AND CHRIST CHURCH ARE ALL IN MY NEIGHBORHOOD.
 - 18. RADAR IS A BRITISH INVENTION, MOST OF THE CREDIT FOR WHICH GOES TO A SCOT, SIR ROBERT ALEXANDER WATSON-WATT.

- 5. For refreshments Karen served ice cream cake nuts and peppermint candy.
- 6. Janet have you seen my cap sweater and mittens that Grandmother knit for me?
- 7. Did I tell you Charles that I have a new pony?
- 8. Bob Jim Sam and I went hiking rode horse-back went fishing and swam in the lake.
- 9. Four boys two girls a man and two women were in the boat.
- 10. Uncle Fred tells us stories mends our toys and helps us with our lessons.
- 11. When are you bringing Peggy over to see us Aunt Jean?
- 12. It is my turn Dick to furnish the food blankets and tent for the trip.
- 13. This week I've been to the beach twice have gone on three picnics and have had a marshmallow roast in our back yard.
- 14. Mother have you seen my fishing pole?
- 15. Look Jane I found some violets starflowers and bluets.

Name.....

10. Giving an Overworked Word a Rest

Some boys and girls have the bad habit of using one word to describe everything. They use it and use it until it is all worn out, and everyone is tired of hearing it. This story is about two boys who overworked the word *swell*, which isn't a good descriptive word. Read the story. Each time you meet the word *swell*, it will be followed by a blank. From the list of words having the same number as the blank, choose one which would be better to use than *swell*. Write it.

SHARING THE JOB

"It certainly is (swell) 1..... not to have school today," said Bill. "I

could have a (swell) 2..... Saturday if I didn't have to clean the yard."

"Same here," said Pete, "and if I don't do

a (swell) 3..... job on that yard, I don't get any movie money. The movie at the Gem today is *Pirate's Gold*. I bet it is (swell) 4....."

"Now, look," said Bill. "I have a (swell) 5..... idea. Working alone

is no fun, but it's (swell) 6..... fun if someone works with you. You help me —"

"What's so (swell) 7..... about that idea?" asked Pete. "Your yard will look (swell) 8....., but what about mine?"

"Wait a minute," answered Bill. "First we'll do a (swell) 9..... job on my yard, and then we'll work in your



yard until it looks (swell) 10..... too."

"(Swell) 11.....! Let's go!"

By afternoon the job was finished, and Pete and Bill went off to see *Pirate's Gold*.

It was just as (swell) 12..... as they thought it would be.

1. lonesome — sad — fun — gloomy
2. dull — lonely — dreary — fine
3. careless — careful — sloppy — slow
4. exciting — uninteresting — stupid — dull
5. dumb — wonderful — silly — ordinary
6. little — poor — great — no
7. wonderful — usual — common — stupid
8. messy — cluttered — neat — terrible
9. poor — thorough — careless — sloppy
10. trim — messy — neglected — cluttered
11. awful — silly — fine — dumb
12. boring — thrilling — stupid — slow

11. Finding the Two Parts of a Sentence

A sentence tells or asks something about one or more persons or things. The part of a sentence that tells what is talked about in the sentence is called the *subject*. The part of a sentence that tells what is said about the subject is called the *predicate*.

Each of the following sentences has been divided into two parts, subject and predicate. Notice how the two parts go together.

<i>Subject:</i>	<i>Predicate:</i>
My Uncle John	wrote this letter.
He	sent it air mail

Find the subject and predicate of each of the following sentences:

- The engineer stopped the train.
 - The passengers wondered what was wrong.
 - They hurried out of the train.
 - The train stood on a riverbank.
 - The bridge was gone.
- A heavy rain had washed it away.
 - A ferryboat was waiting.
 - The passengers rode across the river.
 - They boarded another train.
 - It took them to the city.
 - No one was hurt.
 - Engineers must think quickly.

In each numbered blank in Column A write the subject of the sentence that has the same number. Opposite it in Column B write the predicate of that sentence.

Column A — Subjects	Column B — Predicates
1.....
2.....
3.....
4.....
5.....
6.....
7.....
8.....
9.....
10.....
11.....
12.....

Name.....

12. Building Sentences

A group of words must have a subject and predicate in order to be a sentence.

Find the predicate that belongs with each

Subjects:

-1. Our snow man
-2. This watermelon
-3. A fleet of airplanes
-4. Jack's mother
-5. The recess bell
-6. Maple leaves

Predicates:

- a. is too ripe to be good.
- b. turn red in the fall.
- c. rang early today.
- d. melted quickly.
- e. flew high over the city.
- f. knitted a red sweater for him.

Add a predicate to each of the following subjects to make an interesting sentence. Put the correct punctuation mark at the end of each sentence.

- 7. A large red truck.....
- 8. Three boys on bicycles.....
- 9. A streamlined train.....
- 10. My mischievous puppy.....
- 11. A beautiful black horse.....
- 12. The strong man at the circus.....

Add a subject to each of the following predicates to make an interesting sentence:

- 13.cut the strap with a sharp knife.
- 14.heard a queer noise in the barn.
- 15.ran to the open window.
- 16.crept through the dark forest.
- 17.helped an old lady across the busy street.
- 18.jumped into the lake with a splash.

13. Placing Subjects in Sentences

To make your speech and your writing interesting, you will need to arrange the parts of your sentence in different ways.

The subject may be placed first in the sentence. Example: *A big black dog* dashed across our lawn.

The subject may also be placed last in the sentence. Example: Across our lawn dashed *a big black dog*.

The subject may be put between parts of the predicate. Example: Across our lawn *a big black dog* dashed.

In the following sentences, some of the subjects are placed first, some are last, and some are between parts of the predicate. Draw a line under the words that form the subject in each of these sentences:

1. A bright light shone from the window.
2. From a near-by cage a lion roared.
3. Down the hill sped the red car.
4. Right behind it came two traffic cops.
5. Eagerly the boy reached into the sack.
6. In the nest four blue eggs were hidden.
7. Over the lake skimmed the boat.

The subject of each of the following sentences is printed in italics and is placed first in the sentence. Rewrite each sentence and place the subject last.

8. *Two jolly men* climbed up the ladder.

9. *A mischievous boy* stood below them.

10. *The unpainted roof of a barn* towered above them.

11. *A weather vane* stood at the very top of it.

Rewrite the following sentences, placing the subject between parts of the predicate:

12. *The boy* held the ladder steady with both hands.

13. *The men* climbed slowly to the roof.

14. *Each man* carried a bucket of red paint in one hand.

15. *Some paint* fell right on the boy's head.

14. Using Compound Subjects and Predicates

A subject that names two or more persons or things separately is called a compound subject. Examples: *Books and papers* were piled on Bob's desk. *Mary, Jane, and I* have red bicycles.

When the predicate of a sentence tells more than one thing about the subject, it is called a compound predicate. Examples: We *ate our supper and went to the movies*. The cat *yawned, stretched, and arched its back*.

Draw a line under the compound subjects in the following sentences:

1. Jack and I found a turtle.
2. We put it back in the pond.
3. A robin and a bluebird flew past me.
4. A boy, a girl, and a puppy sat on the step.

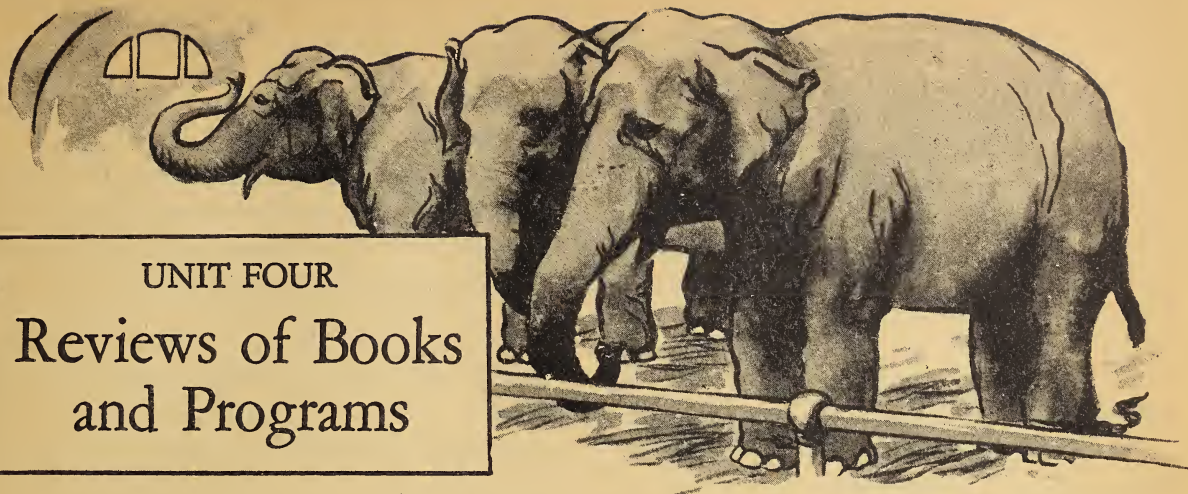
Underline the compound predicates:

5. Tom skates and skis well.
6. Mr. Smith washed his car and polished it.
7. Susan and Jane are in my class at school.
8. The dog growled and bared his teeth.

By using a compound subject, you can combine the ideas in two sentences to make one sentence. Example: *Don* rides horseback often. *Dick* rides horseback often. Combined: *Don and Dick* ride horseback often. A compound predicate may be used in the same way. Example: *Ann writes very well.* *She draws very well, too.* Combined: *Ann writes and draws very well.*

Rewrite the following paragraph. Make it more interesting by using compound subjects and predicates to put into one sentence the ideas given in two or more sentences.

I went for a drive with Father yesterday. Peggy went with us. We stopped at a ranch. We watched a little colt. The colt raced about the pasture. It kicked up its heels. Peggy wanted to pet it. So did I. The farmer caught it. He led it to us. When we started to touch it, it bit at us. It also kicked at us.



UNIT FOUR

Reviews of Books and Programs

1. What to Tell in a Book Report

In making a report to your class about a book, tell only what you think the class wants to know about the book. If you tell too much, you may spoil the story for those who wish to read it later. If you tell too little you will not help others decide whether they want to read the book.

Draw a line through each of the following points which you think should not be told in a book report.

1. The name of the book
2. The name of the author
3. The whole story of the author's life
4. Anything you know about the author's life that would help the class understand and enjoy the book
5. What most of the story is about
6. One or two interesting things about the story
7. The poorest part of the story
8. All of the important things that happen in the story
9. How the story ends
10. Where a person can get the book

11. Whether the story is true
12. Whether the book is interesting
13. About how long the story is
14. Whether there are pictures in the book
15. The names of other books that the author has written
16. Whether the book is interesting to boys, or to girls, or to both boys and girls
17. What the book costs

Which of the seventeen points are told in the following book report? Draw a line under each point in the list that is told about.

The most interesting book that I have read recently is called *My Life in a Man-Made Jungle*. It is written by Mrs. Bella Benchley who is the manager of the zoo at San Diego, California. In it, Mrs. Benchley tells true stories about the animals in her zoo. I like best her stories about elephants, especially those about Julie. There are many excellent photographs in the book. I think that all boys and girls who like animals will enjoy reading this book. It can be found in the public library. I do not know of any other books that Mrs. Benchley has written.

3. Learning about Nouns

When words are used as names, they are called nouns. A noun may be the name of a person, a place, a time, an animal, a plant, or any other thing. A noun may be the name of a single thing, of a collection, or of a group.

Notice what is named by each noun in the following sentences:

1. Bob caught the child. (person)

2. Fido chased the squirrel. (animal)

3. There are blossoms on this tree. (plant)

4. Today is Monday. (time)

5. My school is on Elm Street. (place)

6. Isn't your pencil on your desk? (thing)

7. My class watched our team win. (group)

Draw a line under the three nouns in each of the following sentences:

1. Girls like to play with balls as much as boys do.
2. Dick's bow and arrows are lost.
3. John heard a rustle in the bushes.
4. Mother planted pansies and daisies.
5. Apples and peaches grow in Ontario.
6. Children in Florida rarely see snow.
7. Tom had candy and gum.

Add suitable nouns in the following blanks. Use commas to separate words in a series.

21. The four seasons of the year are
22. are three birds that sing beautifully.
23. are three birds that are brilliantly colored.
24. are my three favorite colors.
25. My three favorite desserts are

8. Mary dropped her gloves on the floor.
9. My class joined the crowd in cheering the team.
10. Today is John's birthday.
- Write a suitable noun in the blank in each of the following sentences:
11. The flew high up into the air.
12. sleep all winter.
13. The shot an arrow.
14. The white floated away.
15. are delicious.
16. have sharp thorns.
17. In the days are long.
18. There are many in our library.
19. A swam in the lake.
20. Two sang in our maple tree.

4. More Practice in Finding Nouns

You cannot tell by the looks of a word whether it is a noun. To decide whether a word is a noun, find out what it does in the sentence in which it is used. If it names something, it is a noun.

Notice the word printed in italics in each of these sentences: The *bark* of the birch tree is white. Bruno will *bark* at cars.

In the first sentence the word *bark* is used as the name of something. That is why it is a noun in that sentence.

In the second sentence the word *bark* is not used as a name. It tells what Bruno does. It is not a noun in that sentence.

Write the word *Noun* in the blank before each of the following sentences in which the word in italics is used as a noun. Write the word *No* by those in which the word in italics is not a noun.

.....1. It is easy to *train* a dog.

.....2. I like to ride on a *train*.

.....3. That *tramp* looks hungry.

.....4. Dick went for a *tramp* through the woods.

.....5. Don't *tramp* through the house with muddy shoes on.

.....6. Use plenty of *soap* in bathing a dog.

.....7. *Soap* the runners of your sled if you want them to run smoothly.

.....8. Spring is the best *season* of the year.

.....9. Salt is used to *season* our food.

.....10. *Fan* yourself if you feel warm.

.....11. Please turn on the electric *fan*.

.....12. Do you *drink* milk?

.....13. Would you like a nice cold *drink*?

.....14. The deer took a *drink* from the brook.

.....15. Squirrels *store* food for the winter.

.....16. I must go to the *store*.

.....17. Jane always sings *well*.

.....18. The farmer drew water from his *well*.

.....19. I want this vine to *trail* over the fence.

.....20. The guide lost the *trail* he was trying to follow.

.....21. Are you going to *ice* that cake?

.....22. This *ice* is just right for skating.

.....23. Let's go to the toy *shop*.

.....24. I am going to *shop* with Mother today.

5. Learning about Common and Proper Nouns

A noun is a common noun when it is used as a name for any one of a whole class of persons, places, or things.

Example: One *day* a *girl* brought her *dog* to the *park*.

A noun is a proper noun when it is used to name a particular person, place, or thing.

Example: On *Friday* *Jane* brought *Blacky* to *Island Grove Park*.

A proper noun should begin with a capital letter.

and two lines under each proper noun in this way: Many people ride their horses through Glen Haven Park and along the trail by the Thompson River.

A book I like is *Lucio and His Nuong* by Lucy Crockett. It is the story of a boy named Lucio and his pet buffalo which he calls Nuong. They live in the Philippine Islands in the Pacific Ocean. The buffalo often behaves badly. The tricks that he plays on his master are very funny. The pictures are gay and interesting. Uncle John gave me the book for Christmas. I'll loan it to any boy or girl in my class. Jean is reading it now.

Find the nouns in the following book report. Draw one line under each common noun

Rewrite each of the following sentences. Use proper nouns in place of the common nouns which are printed in italics. Omit or change words in the sentence if you need to do so, but keep the meaning of the sentence about the same. Example: A *man* bought a *magazine* for his *son*. *Mr. Brown* bought *Scouting in Canada* for *Jimmie*.

1. The *man* drove a *car* along the *street*.
.....
2. A *girl* went to see a *movie*.
.....
3. A *boy* read a *book*.
.....
4. A *dog* chased a *cat* across the *park*.
.....
5. A *farmer* bought a new *radio*.
.....
6. The *lady* has gone to the *city*.
.....
7. The *school* will be closed on the *holiday*.
.....

Name.....

6. Learning about the Singular and Plural of Nouns

When a noun names only one person, place, or thing, we say that it is singular in number. When it names more than one, we say it is plural.

Example: *Singular* — robin. *Plural* — robins.

The plural of most nouns is formed by adding *s* or *es* to the singular. Such plurals are said to be regular. Examples:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
girl	girls	kitten	kittens
box	boxes	arch	arches

Some of the following words are singular and some are plural in form. Write both forms of each word in the correct space below: squirrel, teacher, brushes, fox, apple, ditches, shadow.

Singular

Plural

.....
.....
.....
.....
.....
.....
.....
.....

Words which end in *y* following *a*, *e*, *o*, or *u* form their plural by simply adding *s*.

Examples: monkey — monkeys, boy — boys, guy — guys.

To form the plural of other words ending in *y*, change *y* to *i* and add *es*.

Examples: baby — babies, city — cities.

of the words printed in the first column. Be sure to look at the letter before the *y* before writing the plural.

Singular

Plural

donkey	.....
penny	.....
country	.....
toy	.....
valley	.....
puppy	.....

Most words which end in a single *f* or *fe* change *f* to *v* before adding *s* or *es*.
Examples: knife — knives, loaf — loaves.

Write the singular and plural of the following words: life, leaf, wolf, thief.

Singular

Plural

.....
.....
.....
.....
.....

The plural of nouns like these are not made in the regular way:

foot — feet woman — women
mouse — mice goose — geese

Some nouns have the same form in both singular and plural. Example: sheep — sheep.

Write plurals of: man, child, ox, deer.

.....
.....

In the following exercise, write the plural

7. Learning about Verbs

As you already know, a group of words must have a predicate in order to be a sentence. The *verb* is the most important part of the predicate.

Each of the words in italics in these sentences is a verb.

Lucy *hit* the ball.

She *ran* to first base.

Most verbs express action. Here are some examples: *bring, came, sit, rang, hide, go*.

Some verbs merely tell that something *is* or seems to *be*. Such verbs are said to express a state of being.

Here are examples: *is, was, were, should be, will be*.

Sometimes a verb is made up of two or more words such as *have written, have seen, has been broken, were given, is coming*. That is because some verbs are used with helping words such as *have, had, is, was, has, are, am, or will*.

In each of these blanks write a suitable verb that expresses action:

1. Bob's dog a rabbit.
2. The car along the highway.
3. The two girls down the hill.
4. The school bell loudly.
5. Jane's cat up a tree after a bird.
6. A yellow butterfly by.
7. The water over the falls.
8. The children in the park.

In the following blanks write verbs such as *is, are, was, were*, which express state of being.

9. Mary's eyes blue.
10. The boys lost in the forest.
11. These peaches very ripe.
12. Five of those marbles mine.
13. Jack and Dick friends.
14. Some squirrels black.
15. this your book, Alice?
16. The Scouts away at camp.

Draw a line under each verb in the following sentences:

17. Jack has seen the circus twice.
18. My little brother's name is Tom.
19. The wind tore the leaves from the trees.
20. Many branches were broken by the storm.
21. Joan dashed up the stairs two at a time.
22. My lunch has been eaten long ago.
23. I have had a very pleasant afternoon.
24. This book was sent to me by my aunt.
25. Mary baked a chocolate cake.
26. The train was late.
27. The Indian crept through the forest.
28. Rain fell in torrents.
29. I have grown three inches this year.
30. I wrote a long letter to my friend.
31. This grapefruit is bitter.
32. Buffalo Bill was an Indian scout.
33. The forty-niners went to California.
34. Quebec was founded in 1608.
35. I have visited the Planetarium.
36. This is the end of the page.

8. More Work with Verbs

To decide whether a word in a sentence is a verb you must think what it means or how it is used in that sentence. If it is used to express action or a state of being it is a verb.

Notice the words in *italics* in these sentences:

Jack has a part in our class *play*.

Tom and I *play* together after school.

In the first sentence the word *play* is a noun because it is used as the name of something. In the second sentence the same word, *play*, is a verb because it expresses action.

Write the word *Verb* in the blank before each of the following sentences in which the word in *italics* is used as a verb. Write the word *Noun* by those in which the word in *italics* is used as a noun.

.....1. Mother *cooks* chocolate cookies for me.

.....2. Too many *cooks* spoil the broth.

.....3. Bob made two *runs* in the game yesterday.

.....4. Bob *runs* faster than Bill.

.....5. Boy Scouts *tie* many fancy knots in ropes.

.....6. Please *tie* my shoe.

.....7. Do you always wear a *tie* to school?

.....8. A *shot* rang out.

.....9. Tom *shot* a squirrel.

.....10. The Indians used forked sticks for *plows*.

.....11. The farmer *plows* his field with a tractor.

.....12. See how the ship *plows* through the water!

.....13. We opened a *can* of soup and ate it for our lunch.

.....14. Did your mother *can* any tomatoes this year?

.....15. John owns two *watches*.

.....16. Jane always *watches* the other children.

A predicate may have two or more verbs that tell what the subject does. Examples: Jane *sings* and *dances*. My pony *trots*, *canters*, and *gallops*.

To each of the following sentences add two suitable verbs expressing action:

17. Pioneer women *wove*,, and

18. An angry dog *snarls*,, and

19. At school we *draw*,, and

20. At the lake last summer, we *swam*,, and

Name.....

9. Learning about Singular and Plural Verbs

The singular form of a verb is used with a subject that means only one person or thing.
Examples: John *is* a good student. He always *does* his best.

The plural form of a verb is used with a subject that means more than one person or thing.
Examples: Those boys *are* good students. They always *do* their best.

Draw a line under the verb in each of the following sentences. In the blank before each sentence, write the word *Singular* if the verb is singular. Write the word *Plural* if the verb is plural.

-1. Bob and Bill were both late for school.
-2. They haven't their bicycles.

Rewrite each of these sentences correctly, changing the subject to the plural.

11. The box isn't large enough.

-
12. A sick dog doesn't like to play.
-
13. A fox has a bushy tail.
-

Rewrite each of these sentences correctly, changing the subject to the singular.

14. Moles don't need eyes.

-
15. The men haven't the right tools.
-
16. Mother's knives are sharp.
-

-3. Tom has no pen.
-4. He hasn't any pencil either.
-5. There are five more days before Thanksgiving.
-6. Rover doesn't hear very well.
-7. He doesn't see well, either.
-8. He is quite old for a dog.
-9. These peaches aren't ripe.
-10. They feel hard.

Name.....

10. More Practice in Using Singular and Plural Verbs

Notice the verbs in this list:

<i>Singular</i>	<i>Plural</i>
is, isn't	are, aren't
was, wasn't	were, weren't
has, hasn't	have, haven't
does, doesn't	do, don't

Write the correct word in each of the following blanks:

Choose *is* or *are*:

Mr. Brown's trees 1..... loaded with apples that 2..... going to waste unless they 3..... picked. Jack and I 4..... going to gather them. 5..... this the basket we 6..... to use?

Choose *isn't* or *aren't*:

Bill and Sam 7..... coming with us. There 8..... any way for them to get there. They 9..... close enough to walk to Mr. Brown's, and their bicycles 10..... at their house.

Choose *was* or *were*:

The tires on both bikes 11..... punctured when the boys 12..... riding past a house that 13..... just being built. There 14..... nails all about. Bill's front tire 15..... punctured and so 16..... Sam's rear tire.

Choose *wasn't* or *weren't*:

The boys 17..... hurt. They 18..... thrown from their bikes because they 19..... going fast. Luckily, it 20..... far to Blick's Repair Shop. Repairing the punctured tires 21..... much of a job, but the boys 22..... allowed to take the bicycles home.

Choose *has*, *hasn't*, *have*, or *haven't*:

"I 23..... any money left. I spent it all," said Bill.

"I 24..... any," added Sam.

"We'll 25..... to wait until we 26..... been given next week's allowance," said Bill.

Choose *doesn't* or *don't*:

"We 27..... want to wait that long," grumbled Sam.

"Why 28..... one of you boys earn some money? 29..... Mr. Brown need some help in his orchard?" asked Mr. Blick.

"We 30..... have any way to get there," said both boys. "31..... we have the worst luck!"

11. Making a List of Books

In writing a list of books, write the last name of the author first. Put a comma after that name. Then write the author's first name or initials. Next write the title of the book. Underline each word in the title.

In a book list, books are arranged alphabetically by the last names of the authors. When there are two or more authors of the same book, use the name of the author who is mentioned first to decide where to put the book in the list. If two or more books are written by the same author, use the first important word in the title to decide where to list the book. Examples:

Bennett, Ethel H., *Judy of York Hill*
 Lovejoy, Mary I., and Adams, E., *Pieces
 for Every Month in the Year*
 Sharp, Dallas Lore, *The Fall of the Year*
 Sharp, Dallas Lore, *The Spring of the
 Year*

Write an alphabetical list of the following books. First number the books to show the correct order.

Robinson Crusoe by Daniel Defoe
Dixie Kitten by Eva March Tappan
Paddle-to-the-Sea by Holling C. Holling
In Good Old Colony Times by Louise Andrews
ent and Elizabeth Kent Tarshis
Out of the Woods by Irving Crump
Story of Dr. Dolittle by Hugh Lofting
Voyages of Dr. Dolittle by Hugh Lofting
With the Indians in the Rockies by James W.

Schultz
Winter by Dallas Lore Sharp
American History Stories by Eva March
Tappan
Children of the Moor by Laura M. B.
Fitinghoff

Name.....

12. Using Words of More Exact Meaning

Fill each blank with a word chosen to take the place of the word, or words, in parentheses. Choose the best word from the list that has the same number as the blank. Choose words that keep the meaning of the story about the same or make it more exact. Use a dictionary if you need help.

Bob was showing his (pals) 1..... his new motorcycle and letting them ride it around the school track. Along came Ed Hoyt.

"How about a ride?" he (said) 2.....

"Sure," said Bob. "Let me show you how it works."

"Who, me?" (asked) 3.....

Ed. "Why, I'm a wonder at anything like this. Just watch me go!"

Sure enough, he (went fast) 4..... around the track. As he (went rapidly)

5..... by, Tom Jones said, "He looks kind of worried to me."

"I'll signal him to stop," said Bob.

He waved his cap, but z-z-zip! and Ed (went) 6..... by like the wind. The

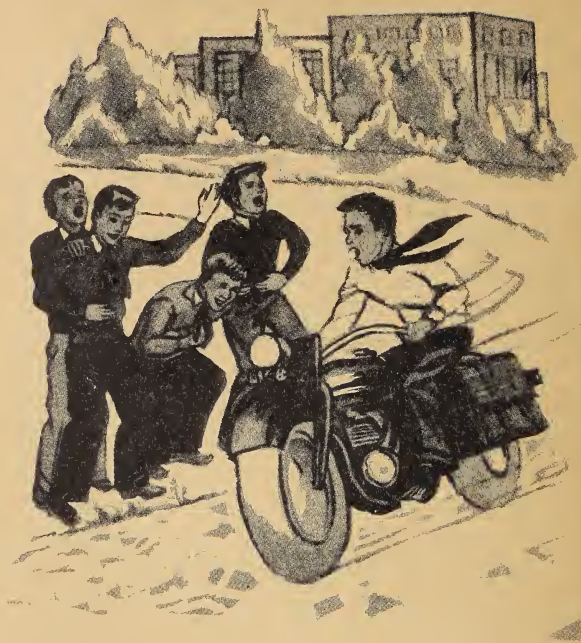
(puzzled) 7..... boys watched him (go around) 8..... the track. Next time around he leaned toward them and shouted at the top of his voice, "Hey, how do you stop this thing?"

For a minute everybody was too (surprised)

9..... to say a word. Then they all burst out laughing.

Around the track (rode) 10.....

Ed. "How do you stop this thing?" he



(called again) 11..... as he sped past, but by that time they were all laughing so hard that no one could answer.

At last the gasoline was all used up and Ed wheeled the motorcycle back to the crowd of laughing boys. Bob said, "It's a good thing that tank wasn't full or you'd have been in for an all night ride."

1. boys — friends — fellows — gang
2. told — answered — responded — asked
3. whispered — demanded — told — denied
4. rode — crept — crawled — sped
5. whizzed — rolled — wandered — walked
6. strolled — crept — tore — ran
7. happy — smiling — bewildered — good
8. reach — circle — see — open
9. glad — unhappy — astonished — quiet
10. walked — ran — skipped — whirled
11. whispered — repeated — answered — replied

13. Using Capital Letters in Proper Nouns

Some words, such as *uncle*, *lake*, *captain*, are used both as proper and as common nouns. When such a word is used as part of the name of a particular person or thing, it is a proper noun and should begin with a capital.
Example: At *Lake Lancet* *Uncle Walter* went fishing with *Captain Ponder*.

If the word is not used as a part of a name or as the name of a particular person or thing it is a common noun and does not begin with a capital.
Example: At the *lake* my *uncle* went fishing with a *captain*. Other words which may be used as common or proper nouns are: *mother*, *aunt*, *king*, *cousin*, and many others.

Draw a line under each proper noun in the following sentences. Then copy each sentence correctly on the blank below it. Use capital letters only where you need to.

1. THE FIRST BRITISH KING AND QUEEN TO VISIT AMERICA WERE KING GEORGE AND QUEEN ELIZABETH.

.....
.....

2. THEY TOURED CANADA FROM COAST TO COAST.

.....
.....

3. PRINCESS ELIZABETH AND PRINCESS MARGARET ROSE REMAINED IN BRITAIN.

.....
.....

4. MOTHER CONSIDERS DOCTOR LONDON AN EXCELLENT DOCTOR.

.....
.....

5. A GENERAL IS OF HIGHER RANK IN THE ARMY THAN A CAPTAIN OR A MAJOR.

.....
.....

6. BOTH SAINT JOHN AND ST. JOHN'S ARE CAPITAL CITIES.

.....
.....

7. MY AUNT TOOK ME TO NEWFOUNDLAND.

.....

Name.....

14. Using Nouns That Show Possession

By adding an apostrophe and an *s* to a noun we show that something is owned by or belongs to the person or thing named by the noun. Example: *Jack's* dog is lost.

Most singular nouns are made to show possession by the addition of an apostrophe and *s* to each. Examples: *Father's* pipe, the *man's* hat, the *dog's* paw.

A plural noun that ends in *s* is made to show possession by adding an apostrophe only. Examples: The *boys'* playroom, the *horses'* stalls, *babies'* cribs.

A plural noun that does not end in *s* is made to show possession by adding an apostrophe and *s*. Examples: *Men's* boots, *women's* hats, *children's* toys.

In the following sentences, draw a line under each possessive. If the possessive is a singular noun, write the word *Singular* in the blank before the sentence. If it is a plural noun, write the word *Plural* there.

.....1. The child's shoes were red.

.....2. Mary belonged to the girls' club.

.....3. These are women's gloves.

.....4. The children's room is the prettiest in the library.

.....5. That's a boy's coat.

.....6. Men's shoes have low heels.

.....7. The boy's tooth ached.

In each blank write the correct possessive form of the noun given after the sentence.

8. This is our night off.
(cook)

9. clothing is on the fourth floor. (girl)

10. uniforms are sold in that store. (soldier)

11. This hair is curly. (baby)

12. Some hats are very funny.
(woman)

13. Many tiny heads are bald. (baby)

14. Dorothy returned the purse. (lady)

15. The meeting is in the clubroom. (man)

16. All hoofs are sharp. (deer)

17. Five horses are tied to our fence. (policeman)

18. Most toys are made of rubber. (baby)

19. The playground is near the entrance of the park. (child)

20. Bob and Sam are my names. (brother)

21. The dog knew his voice. (master)

22. Isn't this your two room? (sister)

23. tails are long.
(monkey)

Name.....

7. Learning about Pronouns

A pronoun is a word that is used in the place of a noun. Examples: John petted *his* dog. *His* means the same as John's. Mary said that *she* would come. *She* means Mary.

The commonest pronouns are:

I, my, me	we, us, you	our, ours
she, her, hers	they, them	theirs, their
he, him, his	who, whom	your, yours
this, that, it	these, those	mine, its

Draw a line under the pronoun in each of the following sentences. Then in the blank write the noun that the pronoun is used in place of.

.....1. Sally tried to step on her shadow.

.....2. The men covered the ditch they had dug.

.....3. Bob knew that he would miss the ball.

Write pronouns in the blanks. Be sure that each sentence makes good sense.

13. John tipped cap and gave seat to an old lady in the bus.

14. Beth did work so quickly that was through with in time to go to the movies.

15. The boys knew that would miss the bus unless ran for

16. Eddie looked for ball but could not find

17. "Tom, please bring ball with, " called Kenneth.

18. The girls went with father when was trying out the new boat.

19. The pigs ran as fast as could because were afraid that Uncle John would run over with car.

20. Frank and John always bring lunches to school with

.....4. Jack lost his knife.

.....5. The girls ate their desserts hurriedly.

.....6. Julia thought she saw smoke in the woods.

.....7. When Sue dropped the books Dan picked them up.

.....8. Don, didn't you hear the bell ring?

.....9. Throw the ball into the air and hit it.

.....10. The Scouts obeyed their scoutmaster.

.....11. Tom ate his lunch.

.....12. After the flag was lowered, Frank folded it carefully.

8. More Practice in Using Pronouns

Sometimes boys and girls use a pronoun when it isn't clear what noun the pronoun stands for. Example: Bob's father said that *he* needed new shoes.

In this sentence it is impossible to tell whether Bob or Bob's father needed the new shoes.

Use a pronoun only when something has already been said that shows what noun the pronoun stands for.

In the blank before each sentence, write the word or words that should have been used instead of the pronoun that is in italics.

.....1. *He* didn't cut my hair short enough.

.....2. *She* showed the class how to do the problems.

.....3. *He* gives me an allowance of a quarter a week.

As you rewrite the following paragraph, make it easier to understand. Use a noun in the place of each pronoun whose meaning is not clear.

Jim has a new puppy named Teddy. He follows him everywhere he goes. Once he followed him on an all-day hunting trip. He didn't notice that he was tagging along until he was too far away to take him back home. Soon he grew too tired to follow him any more. Down he flopped on the ground and whined for help. All the rest of the day he had to carry him in his hunting bag. By night he was so tired that he could hardly walk home himself.

9. Using the Pronouns *I, Me, He, Him, She, Her* Correctly

It is correct to use the pronouns *I, he, and she* as parts of compound subjects. It is not correct to use *me, him, and her* in that way.

Examples:

Jim and I go to school together.

Today *he and Sue* called for me.

She and I wore our raincoats.

After such words as *between, for, from, into, on, to, or with* use the pronouns *me, him, and her*. Do not use *I, he, or she*.

Examples:

Dick came *with Sue and me*.

I walked *between him and her*.

Sue gave some candy *to him and me*.

To help you decide whether to use *I* or *me* in a sentence in which you speak of another person and yourself, think which word you would use if you spoke of yourself only. In a similar way you can decide whether *he* or *him* (or *she* or *her*) is correct. Try using alone in the sentence the pronoun about which you are not sure.

Write the correct pronoun in each blank in the following sentences. Choose *he* or *him* for one blank and *I* or *me* for the other in each sentence.

1. Father said that and might go.
2. Is this candy for or?
3. Either or will get the ball.
4. The rabbit ran between and
5. Lucy came with and
6. In front of and lay a shiny new dime.

7. May and go along?
8. This secret is between and
9. The box was addressed to and
10. Between and there were two vacant seats.
Choose *she* or *her* for one blank and *I* or *me* for the other.
11. Father brought the puppy to and
12. Did you call for and?
13. May and borrow your tennis racket?
14. At the movies, Jack and Tom sat behind and
15. This present is for you from and
16. Is the message for or?
17. Aren't you coming to the party with and?
18. Today and made good marks in a test.
19. You promised that and could each have a puppy.
20. Throw the ball to or
21. I asked Mary's mother if and could have lunch together.
22. After lunch and did the dishes.

Name.....

10. More Practice in Using the Pronouns *I, Me, He, Him, She, and Her*

Write the correct pronoun in each blank in the following sentences. Use the rules in Lesson 9 of this unit to help you if you need to do so.

Choose *she* or *her* for the first blank and *he* or *him* for the second blank in each sentence:

1. The birdhouse was made by and

2. The party was a surprise to and

3. Rex sat between and

4. Throw the ball to or

5. Did you know that and are going skating tomorrow?

6. Will you call for and?

7. Does the ball belong to or

8. Either or is reading *The Story of a Bad Boy* now.

9. Mother told and to meet us at the shoe store at four o'clock.

10. The score is a tie between and

11. Sue and I won a set at tennis from and at the park yesterday.

12. The dog belongs to both and

13. and are partners.

Choose *she* or *her* for the first blank and *I* or *me* for the second blank in each sentence:

14. and Tom will play against Sam and

15. Karen and are on the committee with Dick and

16. First call for Jim and and then for Jeanette and

17. The pictures of and her dog are better than those of my dog and

18. Jack chose and to be on his side in the spelling match.

Choose *he* or *him* for the first blank and *I* or *me* for the second blank in each sentence:

19. Did you choose or?

20. Sue and will play against Jean and

21. John said that and would help Miss Parker after school.

22. Dick will go with Tom and, and Bob will go with Jim and

23. Father asked me to tell you that tomorrow and will help you in the garden.

24. Would you like to go skiing with and?

11. More Practice in Finding Subjects and Predicates in Sentences

A sentence has two main parts. One part is the complete subject. The other is the complete predicate. Every word in a simple statement or question belongs to one part or the other.

The complete subject of the sentence is the part that tells what is talked about in the sentence. The word or words in italics in each of these sentences is the complete subject of the sentence:

The postman rang our bell.
He had a package in his hands.
The big package was addressed to me.

The complete predicate of a sentence is the part which says something about the subject. The complete predicate of each of these sentences is in italics:

I *opened the package eagerly.*
A moving picture camera *was inside.*
Uncle Fred *had sent it to me.*

Draw one line under the complete subject and two lines under the complete predicate in each sentence in the right-hand column.

- In the space after each of the following subjects, add a predicate to make a good sentence:
17. A mischievous puppy
18. An angry cat
19. Two new red cars
20. A Bengal tiger

- In the space before each predicate add a subject to form an interesting sentence:
21.dropped into my lap.
22.flew over my house.
23.roared down the road.
24.crept through the tall grass.

1. A big police dog chased a Persian cat.
2. The cat climbed a telephone pole.
3. It was afraid to come down.
4. The neighbors were annoyed by its cries.
5. They coaxed it to come down.
6. It was too frightened to do anything but mew loudly.
7. Someone called the Fire Department.
8. Three firemen came to rescue the stranded cat.
9. They climbed to a fire escape opposite the cat.
10. One fireman fastened a basket to a long pole.
11. He held the basket under the cat.
12. Another man lassoed the cat.
13. The lassoed cat fell into the basket unharmed.
14. The firemen turned the cat loose in the street.
15. The same dog dashed for it again.
16. The dog was lassoed this time.

12. Finding the Simple Subjects and Simple Predicates in Sentences

In the complete subject of a sentence, one word is the most important because it names what the sentence talks about. It is called the simple subject and is usually a noun or pronoun.

In these sentences the complete subject is in italics. The simple subject is underlined.

A shivering puppy whined at our door.

Our kind old cook fed him.

When there is only one word in the subject, that word is both the simple and the complete subject. Example:

She loves all dogs.

One word or group of words in the complete predicate of a sentence is the simple predicate. It is always a verb.

In these sentences the complete predicate is in italics. The simple predicate is underlined.

The little dog ate meat and gravy.

He must have been very hungry.

When the predicate contains no other words than the verb, the verb is both the simple and complete predicate. Examples:

The dog slept.

He was snoring.

Draw one line under the complete subject and two lines under the complete predicate of each of the following sentences. In the numbered blank in the first column, write the word that is the simple subject of the sentence that has the same number. In the second column write the simple predicate of that sentence.

	Simple Subject	Simple Predicate
1. My little brother has a new puppy.	1. brother	has
2. The pup's name is Blondie.	2. ....	.....
3. Father bought the pup for him.	3. ....	.....
4. Blondie climbed into a basket of clothes.	4. ....	.....
5. The lazy pup slept soundly.	5. ....	.....
6. The laundry man came for the clothes.	6. ....	.....
7. He took them to the laundry.	7. ....	.....
8. A woman took the clothes from the basket.	8. ....	.....
9. She touched something soft and warm.	9. ....	.....
10. The frightened laundress screamed.	10. ....	.....
11. She scared Blondie, too.	11. ....	.....
12. Blondie rode home again in the truck.	12. ....	.....

Name.....

13. Placing Subjects in Sentences

You can make your speech and your writing more interesting by arranging the parts of your sentences so that the subject does not always come first.

Notice where the subject, printed in italics, comes in each of the three arrangements of this sentence:

- 1. *A huge black shadow* suddenly appeared in front of me.
 - 2. In front of me suddenly appeared *a huge black shadow*.
 - 3. In front of me *a huge black shadow* suddenly appeared.
- Which arrangement do you like best?

Rewrite each of the following sentences. Arrange the parts of the sentence so that the subject does not come first. Then draw a line under the subject of the sentence that you wrote.

- 1. Jane was playing with Bruno at the beach.
.....
- 2. She threw sticks into the water for him to chase.....
.....
- 3. A well-dressed lady came along.
.....
- 4. Bruno was being mistreated in her opinion.
.....
- 5. She scolded Jane in a cross voice.
.....
- 6. Bruno came up with a stick in his mouth.
.....
- 7. The lady called sweetly to him.
.....
- 8. Bruno shook himself vigorously.
.....
- 9. He sprinkled the lady thoroughly with salt water.
.....
- 10. Bruno got a scolding then.
.....

14. Finding Substitutes for an Overworked Word

This is the way two girls talk when they are too lazy to think of good words to use. Everything they like is *nice*. Each time you meet the word *nice* in their conversation it will be followed by a blank. From the list of words having the same number as the blank, choose one which would be better to use than *nice*. Write it in the blank.

"Hello, Helen," said Sue, "isn't this a

(nice) 1..... day?"

"Yes, it is," replied Helen. "Haven't you

a (nice) 2..... dress on today?"

"My Aunt Mary sent it to me for my birth-

day. Wasn't she (nice) 3..... to remember me?" asked Sue.

"Your Aunt Mary does ever so many (nice)

4..... things for you, doesn't she? I remember she took you and me to the city and she bought us such a (nice)

5..... lunch. That dress is

a (nice) 6..... color for you."

"I must thank you for the very (nice)

7..... birthday card you sent

me, Helen. It's (nice) 8..... to have a birthday, isn't it?" said Sue.

"I am glad you liked it, Sue," answered Helen. "I must hurry now, because I am going visiting with Mother."

"Good-by, Helen," said Sue. "I hope you have a (nice) 9..... time."

"Good-by, Sue," called Helen. "It's (nice)

10..... of you to say so."



Would you ever think that two such (nice)

11..... little girls would

be so hard on a (nice) 12..... little word like *nice*?

1. rainy — gloomy — pleasant — foggy
2. pretty — homely — ragged — swell
3. mean — selfish — horrid — thoughtful
4. little — kind — mean — unusual
5. funny — jolly — pretty — delicious
6. becoming — dark — homely — blue
7. ugly — old — pretty — delicious
8. thoughtful — gloomy — fun — kind
9. smart — pleasant — sad — thoughtful
10. mean — delicious — kind — selfish
11. homely — attractive — impolite — plump
12. short — useful — happy — delicious

15. Using the Dictionary in Pronouncing Words Correctly

The respelling, in parentheses, of a word listed in a dictionary shows how that word should be pronounced. The following words are listed as they are in a dictionary:

¹ a'corn (ă'kôrn; ă'kêrn), *n.* The nut, or fruit, of the oak tree.

con'gre·gate (kông'grê-gât), *v.* To collect or gather into a crowd or mass; to assemble.

rip'saw' (rip'sô'), *n.* A saw used for cutting wood lengthwise of the grain.

Sometimes there are two respellings in the parentheses. Those respellings show two different but correct ways to pronounce the word.

Notice that each word is divided into parts which are called syllables. In each word that has more than one syllable, you will find an accent mark (') pointing toward the syllable that should be emphasized or stressed in pronouncing the word. In some words there are two accent marks. The heavier accent mark is placed after the syllable that should be stressed the most; the lighter accent mark is placed after the syllable which should be stressed lightly in pronouncing the word.

To pronounce a word correctly, you must pronounce each syllable clearly and correctly.

Many words are mispronounced by boys and girls because they do not sound each syllable clearly, or they do not accent the correct syllable. In some words they add a syllable. They say *fill'um* instead of *film*. In others they omit a syllable. They say *jewl* instead of *jew'el*. In others they stress the wrong syllable. They say *di·rig'i·ble* instead of *dir'i·gi·ble*. Sometimes they leave out a sound. They say *ar'tic* instead of *arc'tic*.

The following words are often mispronounced. In the blank beside each word, rewrite the word and divide it into syllables. Then put the accent mark or marks in correctly. Use your dictionary to help you. In this exercise you do not need to copy the respellings that are in parentheses by the words in the dictionary.

1. athlete.....
2. athletic.....
3. column.....
4. cruel.....
5. detour.....
6. drowned.....
7. elm.....
8. interesting.....
9. library.....
10. recognize.....
11. poem.....
12. theater.....
13. adult.....
14. address.....

Now as you look carefully at each syllable and accent mark, pronounce the words softly to yourself.

With your teacher's permission choose a classmate as a partner. Take turns with him in pronouncing correctly the words listed in this exercise.

16. More Practice in Pronouncing Words Correctly

In the respelling, in parentheses, of words listed in a dictionary, little marks, called diacritical marks, are used above some of the letters. A diacritical mark is used to show what sound to give the letter.

In a good dictionary you will find at the bottom of each page, or of every other page, one or more lines of words with diacritical marks. These are to be used as key words. For example, in one dictionary these key words are found among many others:

āle ādd ēve ěnd ĭce ĭll

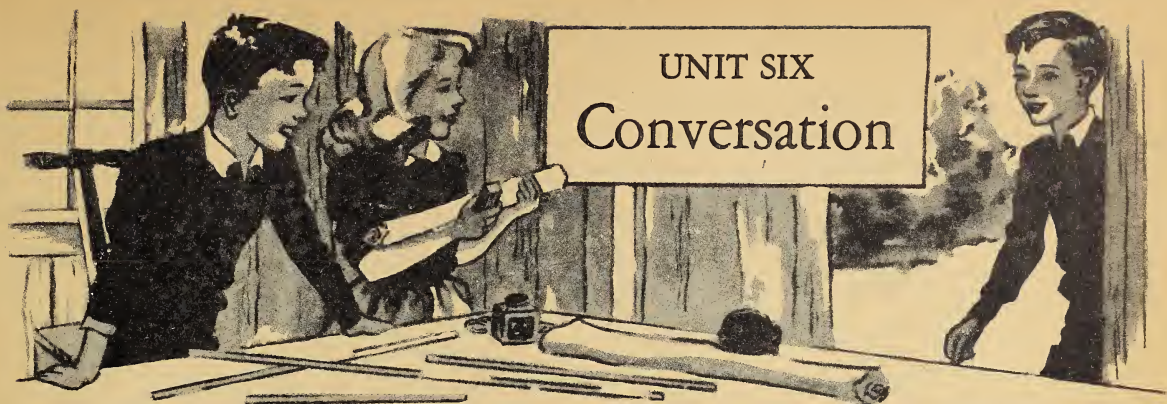
This means that ā is to be sounded like the *a* in *ale*; ā as the *a* in *add*; ē as the *e* in *eve*, and so on.

By using the key words, you can find out how to pronounce the words.

The following words are mispronounced by some boys and girls because they give the wrong sound to some of the letters. For example, in pronouncing the word *men*, they say *mĭn* when they should say *mĕn*.

In the blank by each word, copy from your dictionary the respelling in parentheses of that word. Then use the key words in your dictionary to help you pronounce it correctly. Say the word softly to yourself several times.

- | | |
|-----------------|---------------------|
| 1. again..... | 7. drawing..... |
| 2. asked..... | 8. where..... |
| 3. because..... | 9. geography..... |
| 4. catch..... | 10. engine..... |
| 5. divide..... | 11. perhaps..... |
| 6. can..... | 12. why..... |
| | 13. from..... |
| | 14. such..... |
| | 15. yellow..... |
| | 16. picture..... |
| | 17. for..... |
| | 18. yet..... |
| | 19. get..... |
| | 20. roof..... |
| | 21. white..... |
| | 22. hundred..... |
| | 23. was..... |
| | 24. root..... |
| | 25. just..... |
| | 26. which..... |
| | 27. ten..... |
| | 28. wash..... |
| | 29. especially..... |
| | 30. whale..... |



UNIT SIX Conversation

1. Being Polite in Conversation

Try to follow these rules in your conversation:

1. At the dining table talk about things that are pleasant to others in the group. Do not criticize the food.
2. At all times, try to keep the conversation on topics that are pleasant to others in the group.
3. When a conversation is embarrassing to someone present, change the subject.
4. Avoid asking embarrassing questions. Don't pry into the affairs of others.
5. Talk only where conversation will not disturb others.
6. When a newcomer joins your group, say and do something to make him feel welcome.

Draw a line through all the wrong answers.

1. Which of the following remarks are polite to make at the dinner table?

- a. This apple pie is certainly good, Mother.
- b. This spinach has sand in it.
- c. This is fine weather for skating. Shall we go right after dinner, Dad?
- d. Why can't I go with Sam? Bill and Joe are going. You never let me go anywhere.

2. In which of the following places is it proper to carry on a conversation?

- e. On the playground.
- f. In a room where others are listening to a radio.
- g. In or near the room of an ill person.

3. When you want to change a topic of conversation which of the following remarks would be good ones to make?

- h. Have you seen the new movie at the Rex?
- i. For goodness sake! Let's talk about something else for a while.
- j. Would you like to try this new puzzle?

4. Which of the following remarks would be polite ones to make to a newcomer?

- k. Won't you join us, Carol?
- l. Hello, Dick. Did you ever make a kite? We're planning how to make one.
- m. Hello, Kate. Can't you see we're busy?

5. Which of the following questions are proper ones to ask your friends?

- n. How did you make this delicious candy?
- o. How much did your new shoes cost?
- p. Did you enjoy reading *Kidnapped*?

Name.....

2. Being Courteous in Greetings and Good-bys

When you greet someone you know, use his name. Say, "Hello, Arthur."

In greeting a grown-up person, it is usually better to say, "How do you do, Mrs. Alcott?" or "Good morning, Mr. Whitney," or "Hello, Aunt Alice," rather than "Hi" or "Howdy."

When you answer the doorbell and find a caller who is a friend, invite him to come in and be seated. If you find a stranger at the door, greet him politely. Wait for him to tell you what he wants. *Do not ask him to come in.*

When you leave a party or any place where you have been a guest, thank the people who invited you.

When you leave a group of persons before others are ready to leave, you should excuse yourself.

Write the word *Right* by all of the correct answers to each of the following questions. Write *Wrong* by the answers that are not correct.

1. Which of the following greetings are good ones to use in greeting a boy or girl?

.....a. Hello, Ray.

.....b. Good morning, Elsie.

.....c. How do you do, Lucy?

.....d. Hi.

2. Which of the following greetings are polite to use in greeting a grown person?

.....a. Hi, Miss Parker.

.....b. Good afternoon, Mr. Ells.

.....c. Hello there.

.....d. How do you do, Mrs. Thomas?

.....e. Howdy, Aunt Caroline.

3. Which of the following remarks are correct to use when you open the door for a caller who is a friend?

.....a. How do you do, Mrs. Roberts? Please come in and have this chair. I'll call Mother.

.....b. Hello, Sally. What do you want?

.....c. Hello, Frank. Come in. Shall we play in the game room downstairs?

4. Which of the following remarks are correct to use when you find a stranger at the door?

.....a. Good morning. Won't you come in?

.....b. Good morning, Sir.

.....c. What do you want?

5. What should you say to your hostess when you leave a party?

.....a. Good-by, Mrs. Baker. Good-by, Sue. Thank you for a very happy time at your party.

.....b. Good-by, Sue. See you tomorrow.

6. What should you say if it is necessary for you to leave the table before the others?

.....a. May I be excused, please, Mother? I promised to meet Jo at six.

.....b. Good-by. Got to leave.

3. Introducing Your Friends

1. In making an introduction, introduce first:

- a. A boy to a girl. Say, "Jane Roland, this is Bob Tatman."
- b. A man to a woman. "Miss Parker, this is Mr. Bruner."
- c. A boy or girl to a grown-up person. "Mr. Brooks, this is Ann Johnson."
- d. A younger woman to an older woman and a younger man to an older man. "Grandmother, this is Mrs. Baxter."
- e. A person to a group. "Sixth Grade, this is Mr. Phillips."

2. In introducing to each other two girls, two boys, or two men or women about the same age, it makes no difference which one is introduced first.

3. When you introduce two persons to each other, tell something to each one about the other.

4. When you are introduced to a person, say, "How do you do, _____?" speaking his name.

5. When you introduce a relative such as an uncle, an aunt, or a grandparent, be sure to give his or her last name. Say, "Miss Parker, this is my uncle, Mr. Arnold," or "Grandmother, this is my teacher, Miss Parker. Miss Parker, Grandmother's name is Mrs. Abbot."

.....c. Grace Anderson, this is Bob Jackson. He is my cousin from Boston.

2. A man to a lady.

.....a. Miss Wilson, this is Mr. Allen, my scoutmaster.

.....b. Mr. Allen, meet Miss Wilson.

.....c. Aunt Alice, this is Mr. Allen, my scoutmaster. Aunt Alice is Mrs. Jeffry, Mr. Allen. She lives in Sackville.

3. A girl to your uncle.

.....a. Uncle Jim, this is Alice Long, a classmate. Uncle Jim is Mr. Lyon, Alice.

.....b. Alice Long, this is my uncle, Mr. Lyon.

.....c. Uncle Jim, this is Alice.

4. A visitor to your class.

.....a. Girls and boys, this is Ted Barker, my cousin from Winnipeg.

.....b. Ted Barker, this is my class. Ted is my cousin.

.....c. Sixth Grade, this is Ted Barker. Ted is my Winnipeg cousin you've heard me talk about.

5. Two girls to each other.

.....a. Jeannette Fox, this is Dorothy Warren. Dorothy is in my class.

.....b. Dorothy Warren, this is Jeannette Fox. Jeannette lives near me.

.....c. Jeannette, this is Dorothy.

Write the word *Yes* by the correct things to say in introducing the following people. Write *No* beside those which are incorrect.

1. A boy to a girl.

.....a. Bob Jackson, this is Grace Anderson.

.....b. Grace, this is my pal, Bob.

4. Using the Telephone

1. In answering a telephone, give your name or telephone number, or both.
2. Be courteous in all that you say.
3. Keep the conversation brief.
4. Do not say things that might cause trouble for someone.
5. Wait for the person who called you to say good-by first.

Write the word *Yes* by each of the correct remarks to use in talking over the telephone in the following situations. By each incorrect remark, write the number of the rule from the list which it does not obey.

1. In answering the telephone at your home:

.....a. Hello, Tom Cox speaking.

.....b. Hello, this is 1059.

.....c. Hello, who is this?

.....d. Hello, this is Mr. Cox's residence, Tom Cox speaking.

2. In answering your school telephone:

.....a. Hello. To whom do you wish to speak?

.....b. Hello. Johnson School. This is Tom Cox speaking.

.....c. Hello. Who is this?

3. When the operator gives you the wrong number:

.....a. I'm sorry, but I have the wrong number.

.....b. Wrong number.

.....c. I'm not calling you. Hang up

the receiver.

4. In reply to a man who has asked to speak to your father who is not there:

.....a. He isn't at home now. Who is this?

.....b. I'm sorry, but he isn't here. May I take a message for him?

.....c. Father won't be home until noon. Shall I ask him to call you then?

5. In reply to a lady who asks for your mother:

.....a. Yes, she's here. What do you want with her?

.....b. Yes, she's here. I'll call her.

.....c. Mother's here, but she can't come to the phone right now. May I take a message, please?

.....d. Mother's busy. Call later. Good-by.

6. In talking with a chum:

.....a. I think it was Ted who stole Ethel's camera.

.....b. Get a chair if you don't already have one, because this is a long story that I'm going to tell you.

.....c. Did you hear what Mary said about Margaret today?

.....d. Didn't Alice do well in the play this morning? She had a long part.

.....e. Tom won first prize at the skating rink this afternoon.

Name.....

5. Using *Can*, *May*, *Let*, and *Leave*

Use the word *can* in telling or in asking whether someone is able to do something. Use the word *may* in giving permission or in asking for permission.

If you *can* ride a bicycle, you *may* use mine, Jack.

The word *let* means allow or permit. The word *leave* means go away or allow to remain.

John, *let* me ride your bicycle, please. Where shall I *leave* it for you?

In each blank in the following sentences write the correct word, *can*, *may*, *let*, or *leave*.

If you 1..... me use your horizontal bar, I 2..... chin myself on it. 3..... me try doing it as many times as I 4..... 5..... I begin now, please?

6..... I borrow your knife? Then I 7..... sharpen my pencil. I don't have my knife. I 8..... John take it.

9..... me help you fix the tire. If you 10..... me pump it up, we 11..... have it fixed in no time.

Mrs. Mason, please 12..... Bill go fishing with me? I'm sure we 13..... catch enough fish for dinner if you will 14..... him go.

15..... Sue and I go coasting? 16..... we take Rover? If we do, he 17..... help us pull the sled up the hill. We'll 18..... him ride down on it with us. He will never 19..... us 20..... him when we start downhill if he 21..... help it.

When 22..... I give my report, Miss Parker? It's ready so I 23..... give it whenever you say that I 24..... do so.

Yes, you 25..... use my tennis racket. 26..... Bill borrow it when you finish your game. I will tell him that he 27..... use it next.

Please 28..... the dog alone. He doesn't 29..... strangers pet him.

30..... I help Dick? Don 31..... do his own work. He won't 32..... anyone help him, so I will 33..... him alone.

34..... I ride your pony? I'm not sure that I 35..... ride him, but I wish you'd 36..... me try.

Name.....

6. Using *Chose, Chosen; Broke, Broken; Stole, Stolen*

It is correct to use the verb forms *chosen, broken, and stolen* with helping words such as *has, have, had, is, are, was, or were*.

It is never correct to use the forms *chose, broke, or stole* with helping words.

The words *choosed, chosed, brokeed, and stealed* are never correct.

Examples: The thief had *broken* the fence and had *stolen* the melons. He had *chosen* a dark night for the deed.

The thief *broke* the fence and *stole* the melons. He *chose* a dark night for the deed.

Write the correct verb form in each blank in the following sentences:

Select *choose, chose, or chosen*:

Today, runners were 1..... for our relay race. Bill was 2..... first. Ann 3..... him. Sue would have 4..... him, but Ann was allowed to 5..... first.

Ann had 6..... three other boys before she 7..... me. I'm glad I wasn't 8..... by Sue, because I am sure Ann has 9..... a better team. Both Ann and Sue 10..... all of the boys before either one 11..... any of the girls. Jane is a good runner, so she was the first girl to be 12.....

Choose *break, broke, or broken*:

Today when we came into our classroom, we saw that a window was 13..... It must have been 14..... during the night. No one knows how it was 15..... If it had been 16..... by a rock or a ball, the object that 17..... it would be inside our room, but nothing that could have 18..... it was there.

Miss Budd thinks it was 19..... during last night's storm. She thinks the limb of a tree 20..... it. Some limbs were 21..... from the trees during the storm.

Choose *steal, stole, or stolen*:

I thought my cap was 22..... I reported to Miss Parker that someone had 23..... it. She asked me if I were sure it had been 24..... I replied that it was gone so someone must have 25..... it. She said that boys and girls sometimes think things they lost are 26..... I insisted that my cap was 27..... How ashamed I was to admit that no one 28..... my cap at all! I had left it on the playground all night.

7. Using *Rode, Ridden; Froze, Frozen; Spoke, Spoken*

It is correct to use the verb forms *ridden, frozen, and spoken* with helping words such as *has, have, had, is, are, was, or were*.

It is never correct to use the forms *rode, froze, or spoke* with helping words.

Examples:

Have you ever *ridden* in an airplane?

The river is *frozen* in winter.

Have you *spoken* to Sue about our club meeting yet?

Jack *rode* his bicycle to school.

Water *froze* in icicles on the roof.

Walter *spoke* kindly to the lost dog.

Write the correct word in each blank in the following sentences:

Choose *ride, rode, or ridden*:

At the rodeo were many horses that had never been 1..... before. They couldn't be 2..... easily either. It was interesting to watch how the cowboys 3..... them. When a horse discovered he was being 4....., he would plunge and buck. Before the rodeo ended, cowboys 5..... all of them except one named Tornado. He was never 6..... although several cowboys did their best to 7..... him.

Have you ever 8..... on a surfboard? I learned to 9..... one last summer. I 10..... it many times.

Choose *freeze, froze, or frozen*:

Is the lake 11.....? Has it 12..... solidly enough for skating?

Has it 13..... smoothly? Last year the water 14..... in ridges. It wasn't until it had thawed and then had 15..... again quickly that we could skate on it.

Aren't you nearly 16.....? Our milk was 17..... this morning. It 18..... while it was being delivered.

Our water pipes were 19....., too. They have never 20..... before.

Fingers and ears are easily 21..... in such weather. I really feel as if mine had 22..... already.

Choose *speak, spoke, or spoken*:

Mr. Askew 23..... at assembly.

He has 24..... to us before. Twice he has 25..... about his travels in South America. He told us that several languages are 26..... on that continent.

In Brazil, Portuguese is 27.....

In Argentina, people 28..... Spanish.

English is 29..... in many of the large cities.

8. Using *Sit, Sat, and Set* Correctly

The word *set* means to put or place something. The word *sit* means rest or stay. *Sat* means *did sit*. You *set* a package on the table. You *sit* in a chair. To help you use the word *set* correctly, think "Set *what?*"

Examples:

Jane suggested, "Let's *sit* here and eat our lunch."

They *set* the baskets down and *sat* down beside them.

Write the correct word — *sit, sat, set* — in each blank in the following sentences:

David 1..... the heavy package on the ground and 2..... down beside it.

Monk, his dog, 3..... close to him.

David intended to 4..... there for just a few minutes, but it was so comfortable that,

as he 5..... there, he fell asleep. He

didn't know how long he had 6..... there before something hit him. Then up he

7....., wide-awake. Monk 8..... calmly there beside him. The big package was

where he had 9..... it. He 10..... there looking about, and he was hit again.

Then he discovered he had 11..... under a walnut tree from which ripe nuts were falling.

Ruth and I try to 12..... together at assembly. We like to 13..... in the front row. We have always 14.....

there until today. When we went to 15..... in our usual seats, someone had 16..... moving picture equipment in them, so we 17..... a row behind where we had expected to 18.....

Choose *sits* or *sets*:

Rover usually 19..... on one side of our fireplace, and Fluff, our cat, 20..... on the opposite side. The maid usually 21..... a stool between them. She 22..... Father's chair near where Rover 23..... She usually 24..... Mother's chair by Fluff. If Father 25..... in the chair by Fluff, Rover is jealous. He no longer 26..... in his usual place. Instead he 27..... between Father and Fluff. Fluff doesn't like it when the dog 28..... so close to her. As long as he 29..... with his back to her, she merely hisses, but when he 30..... facing her, she claws his nose. With a dejected look he returns to where he usually 31..... and whines until Father also 32..... in his usual chair beside him.

9. Using *Lie, Lay, Laid, and Lain*

The words *lie, lies, lying, lay, and lain* are different forms of the verb *lie* which means to rest or recline. The word *lay* here means *did lie*. The forms *lay* and *lain* are used to tell or to ask about something which has happened. *Lain* is used with a helping word such as *has, had, or have*. *Lay* is never used with a helping word.

Examples: I like to *lie* in bed listening to the rain. My dog, Snubby, often *lies* on the floor beside me. Yesterday I *lay* there for an hour. I have often *lain* in bed enjoying the sound of rain on the roof. I was *lying* there today when you called.

The words *lay, lays, laying, and laid* are forms of the verb *lay* which means to put or to place. The word *laid* is used to tell or ask about something that has happened. It is used correctly either with or without a helping word such as *has, had, or have*. Examples:

Please *lay* the book on the table. I *laid* my books there. I was just *laying* them there yesterday when Mother called me. Later I couldn't remember where I had *laid* them.

Write the correct word — *lie, lying, lay, laying, laid, or lain* — in each blank:

Have you ever 1..... in the grass and looked up at the stars? When you are 2..... down that way, stars seem almost close enough for you to really 3..... your hands on them. On clear nights, I often 4..... on my back and watch them. As I 5..... there last night, Rags 6..... down

beside me. He 7..... so quietly that I thought he, too, had 8..... there to watch the stars. Instead, he was 9..... there fast asleep.

Do you ever 10..... things down and forget where you 11..... them? After school I 12..... my books on the lawn while I raked leaves. As I finished raking a pile I'd 13..... on top of it for fun. Jack saw me 14..... there and he 15..... beside me.

Soon we made a game of 16..... on each pile as we finished it. We spent more time 17..... on the leaves than we did in raking them. Dad came and helped us to burn up all the piles of leaves that were 18..... about. When I went in- doors I left my books 19..... just

where I had 20..... them. I was ready to study when I remembered having 21..... them on the lawn. What if there had been leaves 22..... over them and they had been burned, I thought. Out I dashed with a flashlight. There they 23..... right where I had 24..... them. I'll never leave them there again.

Name.....

10. Using Other Words in Place of Said

You can make your written reports of conversation more interesting by using other words in place of *said*. In each numbered blank, write a word from the list with the same number. Find a word that has a more exact meaning than *said*.

"Aren't you enjoying studying about South America?" (said) 1. Bill.

"Yes, I am," (said) 2. Tom.

"I am, too," Alice (said) 3.

"I'd love to go there some day and really see some of the things we have read about."

"I'd like to go to Argentina," (said)

4. Bill. "Those gauchos are like our cowboys."

"That would be fun," (said) 5.

Tom, "and I'd like to go up in the mountains of Peru where the Incas lived."

"No mountains for me," (said) 6.

Alice. "I'll take the big cities where I could see the beautiful señoritas and hear the lovely music."

"Now isn't that just like a girl?" (said)

7. Tom.

"Talking about South America?" (said)

8. Jack, coming up.

"Yes, we are," (said) 9. Tom.

"What part of South America would you like to visit, Jack?"

"I'd like to visit the rubber country,"

(said) 10. Jack, "but Miss Miller says much of it is inaccessible."

"Jack, you're always using big words,"



(said) 11. Alice. "What does that mean?"

"It just means hard to get to," (said)

12. Jack.

"Well," (said) 13. Bill,

"on my allowance of a quarter a week, any place more than ten miles away is inaccessible to me."

1. told — answered — asked — replied
2. argued — suggested — replied — inquired
3. agreed — complained — commanded — objected
4. repeated — remarked — asked — inquired
5. ordered — requested — replied — asked
6. declared — demanded — suggested — told
7. told — responded — demanded — knew
8. inquired — exclaimed — discussed — told
9. asked — answered — inquired — repeated
10. ordered — requested — responded
11. objected — asked — told — requested
12. commanded — replied — asked — repeated
13. refused — cried — remarked — argued

12. Uses of Sentences

A sentence can be used to tell or to ask something. It may do the telling or asking in different ways.

Sentences that show excitement, surprise, fear, or some strong feeling are called *exclamatory* sentences. An exclamation point (!) should be placed at the end of an exclamatory sentence.

Sentences that tell something without showing strong feeling are called *declarative* sentences. A declarative sentence that gives a command is sometimes called an *imperative* sentence. A period (.) should be placed at the end of each declarative and each imperative sentence.

A sentence that asks a question without showing strong feeling is called an *interrogative* sentence. A question mark (?) should be put at the end of an interrogative sentence.

Examples:

Exclamatory—What fun we had in Nova Scotia!

Declarative — Mother and I spent six weeks there last summer.

Imperative — Look at these pictures we took of the trawlers.

Interrogative — Don't you think they are good pictures?

In the blank before each of the following sentences, write the word that tells what kind of sentence it is — *exclamatory*, *declarative*, *imperative*, or *interrogative*. Then put the correct punctuation mark at the end of the sentence.

-1. Do you like ghost stories
-2. Listen to my experience with them
-3. One night at camp we tried to see who could tell the scariest one
-4. We told one ghost story after another
-5. What creepy stories they were
-6. Around us the woods were dark and still
-7. Suddenly we heard a mournful cry in the darkness
-8. What could it be
-9. How we shivered and shook
-10. Was it a ghost
-11. No, it was just an owl
-12. How foolish we felt

13. Combining Ideas to Make Interesting Sentences

Your conversation and stories can be improved by combining ideas to form one sentence instead of two or three. You may use a compound subject.

Example: *I had never seen a desert.*

My sister had never seen a desert.

My sister and I had never seen a desert.

A compound predicate may be used.

We had seen pictures of deserts.

We had read about them.

We had seen pictures of deserts and had read about them.

Ideas may also be combined by using such words as *but, who, whom, which, as, that, while, when, and because.*

Sometimes it is necessary to leave out words in one of the sentences when we combine ideas.

Example: Father said we were going to California.

We could see the desert on our way to California.

Father said we could see the desert *while* on our way to California.

Think how you would combine into one sentence the ideas in each of the following groups of sentences. Write your sentence in the blank.

1. I visited Aunt Mary in New York. Ned did, too. She took us to the Bronx Zoo.

.....

.....

2. She gave each of us a handful of nickels. We bought food for the animals with the nickels.

.....

.....

3. We bought fish for the seals. The keeper let us throw the fish into the pool.

.....

.....

4. We laughed to see the seals. They leaped out of the water. They caught the fish.

.....

.....

5. We bought food for the water birds. They lived on the pond.

.....

.....

6. Then we bought ice cream cones. They weren't for the animals. They were for us.

.....

.....

14. Using the Pronouns *I, Me, He, Him, She, and Her* Correctly

To help you decide whether to use *I* or *me*, *he* or *him*, *she* or *her*, think which word you would use if you spoke of one person only.

Example:

He built a birdhouse.

I built a birdhouse.

He and I built a birdhouse.

She and I painted it.

Mother called *her*.

Mother called *me*.

Mother called *her and me*.

Try using alone in the sentence the pronoun about which you are not sure.

In each of the following sentences, draw a line through the incorrect pronoun printed in italics:

When my aunt and uncle visit us, they always bring Jean and 1 *I me* a present. Once 2 *he him* and 3 *she her* brought 4 *she her* and 5 *I me* a dryland turtle. Jean and 6 *I me* named the turtle Bumpo.

When Jack and Jill, our Scotties, saw Bumpo, they barked. Neither 7 *he him* nor 8 *she her* knew what to think of a walking shell. One day Jean and 9 *I me* couldn't find Bumpo or Jack and Jill. Finally, 10 *she her* and 11 *I me* heard Jack and Jill. 12 *He Him* and 13 *she her* were in the alley barking at Bumpo who had run away.

Jean and 14 *I me* watched 15 *he him* and 16 *she her* while they barked until Bumpo drew into his shell. Then Jack picked Bumpo up in his mouth and 17 *he him* and Jill brought Bumpo to Jean and 18 *I me*. Since then either 19 *he him* or 20 *she her* always brings Bumpo back to Jean or 21 *I me* when he crawls away.

In the following sentences write the correct pronoun in each blank.

Choose *he* or *him* and *I* or *me*:

These Indian arrows belong to 22.....

and 23..... 24..... and 25.....

found them in a field. 26..... and

27..... are making a collection of Indian

things. The tomahawk was given to 28.....

and 29..... by an Indian.

Choose *she* or *her* and *I* or *me*:

Father gave the pony to 30..... and

31..... 32..... and 33..... both

own him. He will come to 34..... or

35..... when 36..... or 37.....

call him. He won't come to anyone else but

38..... or 39.....

Complete each of the following sentences by adding *he and I* or *him and me*:

40. Who will ride in the car with

.....?

41. May go with you?

42. Please sit between.....

43. This is the wagon that

..... made.

44. Mother made cookies for.....

..... to take on our picnic.

15. Using Singular and Plural Verbs

A singular verb is used correctly with a subject that means only one person or thing.

Example: John *is* my brother.

A plural verb is used correctly with a subject that means more than one person or thing.

Example: John and Dick *are* my brothers.

Notice the verbs in these lists:

<i>Singular</i>	<i>Plural</i>
is, isn't	are, aren't
was, wasn't	were, weren't
has, hasn't	have, haven't
does, doesn't	do, don't

Draw a line through the incorrect verbs that are printed in italics:

A cat *1 is are* a clean pet. Usually it *2 doesn't don't* need to be given a bath as dogs *3 does do*. My brother and I *4 has have* three cats, but Timmy is the only one that we *5 has have* ever tried to bathe.

Timmy *6 doesn't don't* usually get dirty, but one day when we *7 wasn't weren't* watching him, he got into the coalbin. If he *8 wasn't weren't* a sight when we caught him!

"We *9 has have* to give him a bath," Jack said, "and you know a cat *10 doesn't don't* like water."

"Why *11 doesn't don't* we rub him with liquid soap first?" I said. "He *12 doesn't don't* mind being rubbed. Then we can dip him in some warm water."

Timmy *13 wasn't weren't* fussy a bit as we lathered him, but he *14 was were* wild with fear as we held him over the tub. Jack and I *15 wasn't weren't* quick enough. Only Timmy's hind legs *16 was were* wet when he escaped. We *17 was were* forced to turn the hose on him to finish the job. Now Timmy *18 doesn't don't* trust us. We *19 isn't aren't* able to get near him if we *20 is are* holding the hose.

Write each of these sentences so that the subject and verb are plural:

- 21. The pony isn't mine.
- 22. The child wasn't afraid.
- 23. The deer hasn't antlers.
- 24. The boy doesn't have a knife.

Write each of these sentences so that the subject and verb are singular:

- 25. The boys don't like ice cream.
- 26. The women have new hats.
- 27. The trains were late.
- 28. The girls do the cooking.
- 29. These apples don't taste good.

UNIT SEVEN

Longer Reports



1. Organizing Reports

In organizing a report, remember these two important rules:

1. Use a separate paragraph for each topic in the report.
2. Arrange the paragraphs so that things are told in the order in which they happened, or in which they should be done.

Read the following notes that Arthur made for a report on *How Pineapples Are Planted*. His report should be organized into three paragraphs. Paragraph I should contain the notes that tell how the soil is prepared. Paragraph II should contain the notes that explain how and why the paper is spread over the ground. Paragraph III should contain the notes that describe how the young plants are set out.

HOW PINEAPPLES ARE PLANTED

- a. Rolls of paper are put on queer-looking sleds and unrolled as the sleds are pulled across the fields.
- b. After the soil has been prepared, the ground is covered with a special kind of paper that lets the rain soak through it.

c. The soil in which pineapples are planted must be made soft and fine.

d. In each hole in the paper is planted a little bunch of leaves taken from the top or the side of a stem, or from a shoot near the root of an old pineapple plant.

e. First the field is plowed well. Then a harrow is used to make it smooth.

f. The paper keeps the sun from drying out the ground too much, and also keeps weeds from growing.

g. The little bunches of leaves are called crowns, slips, and suckers. New pineapple plants grow from them instead of from seed.

h. After the paper has been spread over the ground round holes are cut in the paper about three feet apart.

In the blanks below, after the name of each paragraph, write the letters of the notes which belong in that paragraph. Write them in the order in which they should appear.

Paragraph I.....

Paragraph II.....

Paragraph III.....

Name.....

2. Checking the Accuracy of Printed Statements

Sometimes you need to check the accuracy of statements you read in books. Authors may make mistakes now and then.

Write the word *Yes* by each of the following sentences that tells a good way to check the accuracy of a statement in a book. Write the word *No* by those that would not help you find out whether a statement in a book is a true one.

.....1. Find out whether other statements about the topic in the same book agree with the statement you are checking.

.....2. Find out if other books on that subject agree with the statement.

.....3. Find out how many pages the book has in it.

.....4. Find out if the author of the book in which you read the statement is a reliable authority on the subject the statement is about.

.....5. Find out if the book in which you found the statement is an expensive book.

.....6. Find out whether the book in which you read the statement was written recently.

.....7. Let your classmates vote on whether they think the statement is true.

In the next column you will find a list of persons. Each person has been given a letter. Below the list there are nine questions. In the blank after each question, write the letter which tells which person from the list would be able to give the most reliable information on that question.

- (a) The head of the weather bureau in your province
- (b) A professor of agriculture at your University
- (c) A mining engineer
- (d) An Antarctic explorer
- (e) A teacher of Early Canadian History
- (f) The mayor of your city
- (g) A professor of animal husbandry at the University of Manitoba
- (h) The treasurer of the board or committee that manages your school
- (i) A writer of Western stories for magazines
- (j) Your dentist
- (k) An astronomer
- (l) An Arctic explorer
- (m) The manager of a large cotton mill

- 1. What is gold ore like?.....
- 2. What breeds of cattle are best for dairy farming?.....
- 3. How were buffalo used by our western pioneers?.....
- 4. What was the average rainfall in your state last year?.....
- 5. How can a farmer prevent boll weevils from ruining his cotton crop?.....
- 6. Does eating candy cause tooth decay?....
- 7. Why does the moon appear as a circle sometimes and as parts of a circle at others?.....
- 8. What is weather like near the South Pole?.....
- 9. What does it cost to run your school?.....

3. Writing a Bibliography

In making a bibliography, write the last or family name of the author first. Put a comma after the family name then write the author's first name or his initials. Next write the title of the book and underline each word in the title. Then write the date when the book was published. This date is usually given on the copyright page. Last write the numbers of the pages on which you found information about your problem. Books in a bibliography are arranged alphabetically by the last names of the authors.

Examples:

Allen, C. B., and Lyman, Lauren D. *The Wonder Book of the Air*, 1936, pp. 177-206
Fraser, Chelsea. *The Story of Aircraft*, 1933, pp. 395-426

Copy the following bibliography that John prepared on *Why an Airplane Flies*. Arrange the books in alphabetical order. Arrange the information about each book in the right order.

1. *The Airplane Book*, by William Clayton Pryor and Helen Sloman Pryor, 1935, pp. 2-93
2. *Heroes of the Air*, by Chelsea Fraser, 1934, pp. 535-582
3. *Wings Away*, by James Elliott Mooney, 1937, pp. 41-48
4. *Airplanes Serve the World Around*, by James Elliott Mooney, 1937, pp. 12-17
5. *The Earth Then and Now*, by Gerald S. Craig, Goldie M. Johnson, and June E. Lewis, 1940, pp. 422-427
6. *Science Problems*, by Wilbur Beauchamp, John C. Mayfield, and Joe Y. West, 1939, p. 117.

4. Practice in Finding the Meaning of Words in the Dictionary

1. First, think whether the word you are looking for should be found near the front, the middle or the end of the book. Then, try to open the dictionary near the right place.
2. Use the guide words. Decide whether your word is on either of the

- pages to which your book is opened.
3. If it is not, turn pages in the right direction until you find the page on which your word comes.
4. If more than one meaning is given, use the one that fits best in the sentence in which the word is used.

Use a dictionary to look up the words printed in italics in the following sentences. Rewrite each sentence. In place of each word printed in italics, use another word or group

of words that is simple and easy to understand. Change the wording of a sentence somewhat if you need to do so, but try not to change the meaning of it.

1. In 1845 a *unique* race occurred.

2. Elias Howe and five seamstresses *participated* in it.

3. Howe *wagered* that he could sew faster than the five *seamstresses* together.

4. He *operated* a sewing machine while they sewed by hand.

5. The man made two hundred stitches a minute with *facility*.

6. The *maximum* that a woman could do was thirty.

7. Howe's work was *superior* to the women's.

8. Howe proved that sewing with a machine was *decidedly superior* to sewing by hand.

8. A Review of Nouns

A *noun* is a word used as a name.
A noun is a *common noun* when it is used as a name for any one of a whole class of persons, places, or things. Example: A boy rode a *pony* to school this morning.
A noun is a *proper noun* when it is used to name a particular person, place, or thing. Example: *Ted* rode *Prince* to *Lowell School* *Tuesday*.
A proper noun should begin with a capital letter.

Draw one line under each common noun and two lines under each proper noun in these sentences. Example: Mr. Brown found my dog Skippy in the park.

- 1. Skippy had chased a squirrel up a tree.
- 2. Mr. Brown and Mary Brown laughed at Skippy because he missed the squirrel and bumped his head on the trunk of the tree.
- 3. Her father laughed when Mary bandaged Skippy's head with her handkerchief.
- 4. The bump on Skippy's head is better now.

In the blank after each sentence copy the nouns that are in that sentence. After each noun write words which tell whether the noun is singular or plural, common or proper. The nouns in the first sentence have been written correctly in the blanks as an example.

- 1. Ray went hunting for rabbits.
Ray, singular, proper; rabbits, plural, common.
- 2. He took Buck and Bingo, his dogs, along.
- 3. Instead of a gun he carried a bow and some arrows.
- 4. The rabbits were too fast for Ray, and he didn't get even one bunny.

When a noun names only one person, place, or thing, we say that it is *singular* in number. When it names more than one, we say it is *plural*.
Examples: one *girl*, two *girls*.
The plural form of most nouns is made by adding *s* or *es* to the singular. Examples: book — books; match — matches
In forming the plural of some nouns a letter in the singular form is changed before *s* or *es* is added. Examples: berry — berries; loaf — loaves
The plurals of some nouns are not made in the regular way. Examples: mouse — mice; deer — deer; goose — geese

Write the plural forms of these nouns:

- automobile.....
- baby.....
- couch.....
- knife.....
- woman.....

Name.....

9. A Review of Pronouns

A pronoun is a word that is used in the place of a noun.

Examples:

The lady dropped *her* purse. *She* had all of *her* money in *it*.

She and *her* stand for the lady. *It* stands for the purse.

Some of the commonest pronouns are: *I, me, my, mine, we, our, us, he, his, him, she, her, they, them, their, it, its, you, yours, who, whom.*

Draw a line under each pronoun in the sentences in the next column. In the blank, write the noun for which the pronoun stands.

A pronoun should be used only when something has been said or done that shows clearly what noun the pronoun stands for. In some places in the following paragraphs, a pronoun has been used when it is not clear just what noun it stands for. Draw a line through any such pronoun and write above it the noun for which it stands. The first one is done for you.

Jean's hound Bess tries to follow her everywhere she goes. Yesterday when ^{Jean}~~she~~ went to Margaret's party she locked her in the back yard and commanded her to stay there. A grocer boy left the gate opened and she escaped. While she was at the party eating ice cream and cake in her hostess's garden, she heard a familiar "Yip, yip, yip, yip."

Up the street she came with her nose to the ground and her long hound's ears flapping. Sniffing her way along, she followed every footstep she had made. When at last she came into the garden and found her, she barked with delight. She tried to scold her for being disobedient, but it was no use. All of her friends petted her and fed her bits of cake. In fact, she was quite the belle of the party.

-1. Bob tried out his new skates.
-2. A bird has hurt its wing.
-3. The men drove their cars.
-4. Tom found your ball, Roy.
-5. "The kitten is mine," Beth insisted.
-6. "We didn't throw the snowballs," the girls said.
-7. Mary lost her gloves.

Name.....

10. Using *Tore, Torn, Wore, and Worn* Correctly

The words *torn* and *worn* are used with helping words such as *had, has, have, is, are, was, and were*. The words *tore* and *wore* are never used with a helping word.

Examples:

Jim has *torn* each sweater that he has *worn* playing football. Usually he *tore* it the first time he *wore* it.

The words *tored, weared, and wored* are never correct.

Write the correct word — *tore, torn, wore, or worn* — in each blank in these sentences:

Marjorie had 1..... an article out of the school paper which said that all costumes that were 2..... at the book party should be copied from clothes that some book character had 3..... There would be a prize for the one who 4..... the best costume.

Marjorie got out all the costumes she had ever 5..... Some were 6..... and those that were not 7..... had been 8..... so many times that they were about 9..... out.

"If I 10..... these old things that are so badly 11....., people would think I had 12..... some poor child's clothes," Marjorie said. Then she cried, "These 13.....-out clothes give me an idea."

When she reached the party she 14..... an old brown dress. The hem was 15....., a snag had been 16..... in each sleeve, the collar was 17..... in two places, and many slits had been 18..... in the skirt. Each place that had been 19..... had been patched with red. She 20..... patched shoes. She won the prize, of course, because she had 21..... a costume like Cinderella.

No matter what Fred had 22..... to school it was always 23..... when he came home. If he had overalls, he usually told about how he had 24..... them climbing over a fence. If he 25..... a suit, he said it was 26..... while he was playing ball.

One day he 27..... a new shirt to school, and came home with it almost all 28..... off his back. His father said that if he ever again 29..... his clothes so badly, they would buy Fred a suit of the armor which was 30..... by the knights of old. Luckily Fred has never 31..... another suit.

Name.....

11. Using Words of Similar Meaning

Fill each blank with a word chosen to take the place of the word, or words, printed in parentheses. Choose the best word from the list that has the same number as the blank. Choose words that keep the meaning of the report about the same, or make it more exact. Use a dictionary if you need help.

For (hundreds of years) 1.....
the only way of travel across the desert was
by means of the camel. That animal's big

flat feet (keep) 2..... him from
sinking into the soft sand, just as snowshoes
keep us from sinking into the snow. He
can go from five to nine days without eating
or drinking, so it is easy for the camel to

travel on the empty (dry) 3.....
desert. The camel has heavy eyelids and thick
eyelashes which (safeguard) 4.....

his eyes from the (blaze) 5.....
of the sun and from the sand blown about in
sandstorms. Because he is so well (fitted)

6..... to life and travel in
(arid) 7..... lands, the camel
has been called the Ship of the Desert.

Unfortunately the camel is also a very
(stupid) 8..... animal,
and it is difficult to teach him anything (more
than) 9..... getting down to
be loaded and (getting up) 10.....
again to go on his way. The camel walks
with a rolling (movement) 11.....
so that an inexperienced (rider)



12..... might easily feel
seasick. That may be another reason for
calling the camel the Ship of the Desert.

In recent years, the automobile and the
airplane have, in many places, replaced the
camel as the chief means of (travel)

13..... across
the desert wastes.

1. decades — centuries — scores — years
2. help — make — step — prevent
3. moist — damp — waterless — slippery
4. protect — close — help — wink
5. spark — glimmer — shadows — glare
6. born — adapted — known — liked
7. fertile — grassy — barren — swampy
8. unintelligent — bright — clever — smart
9. like — beyond — such — easier
10. kneeling — walking — rising — lying
11. saddle — motion — eye — skate
12. walker — pilot — leader — passenger
13. flying — transportation — walking — trip

12. Using *Swam* and *Swum* Correctly

The word *swum* is used with helping words such as *has*, *have*, and *had*. The word *swam* is never used with a helping word. Example:
Jack had *swum* around the lake twice before he *swam* to shore.
The words *swimmed* and *swammed* are never correct.

Write the correct word — *swam* or *swum* — in each blank in these sentences:

Three ducks 1..... in the pond. A row of ducklings 2..... after them.

Many fish have 3..... in this little stream.

Have you ever 4..... a mile without a rest? What is the longest distance that you have ever 5.....?

Jane has 6..... to the raft. Tom and Dick have 7..... there, too. They have 8..... there to rest.

My dog has often 9..... across the river. He has 10..... in the ocean, too. He has even 11..... there when the waves were high.

In the space below write three sentences. In one use the word *swam* correctly. In the others use the word *swum* correctly.

.....

.....

.....

The frightened fawn had 12..... far out into the river before the dogs 13..... after it. John 14..... to rescue it, but it 15..... away from him, too. After it had 16..... to the opposite bank, it disappeared into the forest. John was glad the dogs hadn't 17..... fast enough to catch it.

A snake 18..... toward an unsuspecting frog. Just as it had 19..... close enough to catch him, away 20..... the frog, under the water. The snake hadn't 21..... fast enough to dine on that frog.

Why hasn't Ann 22..... to our side of the lake? She has 23..... here every morning. She 24..... here early yesterday. I can't imagine why she hasn't 25..... here today as usual. Perhaps she 26..... in the other direction first and will come later.

13. Using *Teach*, *Learn*, *Taught*, and *Learned*

The word *teach* means to explain what something means or to show how something is done. The words *teaching*, *teaches*, and *taught* are different forms of the verb *teach*.

The word *learn* means to find out what something means or how to do something. The words *learning*, *learns*, and *learned* are different forms of the verb *learn*.

Another person may *teach* you something, but he cannot *learn* you anything. You must *learn* for yourself. Examples: Father *taught* me to ski.

I *learned* in three lessons.

Write the correct form of the verb — *teach* or *learn* — in each blank in these sentences:

Bill 1..... a lot about football from watching the coach 2..... the high school boys to play.

I'll 3..... you to make an airplane if you'll 4..... me to make a boat.

When you 5..... a younger person to use tools, you 6..... a lot about using them yourself.

Can a person be 7..... anything that he doesn't want to 8.....?

Oscar 9..... me to swim. After I had 10..... to float, he then 11..... me to swim on my back. Next he 12..... me to use the side stroke which I 13..... easily. Last of all, he 14..... me to do the Australian crawl, which was the hardest stroke for me to 15.....

Would you like me to 16..... you to tie a sailor's knot? Last summer an old sailor 17..... me how to do it. Tom 18..... how at Scout Camp.

Under each question write a statement that answers it. Use a form of the verb *teach* or *learn* in each answer.

1. What is a clever trick that a dog can be taught to do?

2. What sport would you like to learn to play well?

3. What could you teach a younger boy or girl to do?

4. Who taught you to read?

14. Unnecessary Subjects in Sentences

Do not use as the subject of a sentence a pronoun and the words for which the pronoun stands.

Examples:

Incorrect: English-grown orchids *they* are exported . .

Correct: English-grown orchids are exported . . .

Decide which pronouns in this report are useless subjects and should be left out.

ENGLISH ORCHIDS

English-grown orchids they are exported all over the world. Garden hybrids, cultivated in

Yorkshire, have eclipsed even the finest variation formerly imported from the tropics. Although the orchid is a tropical flower, the English plants which are grown from seed, they are much hardier than the original varieties. Anyone who cultivates this delicate flower he must be highly skilled and patient. It takes from three to six years to raise a plant to the blooming stage, and an expert knowledge of conditions of atmosphere and shading is needed. These English orchids they are establishing a growing reputation in other countries and the demand for them it is increasing rapidly.

In the space below copy the report as it should be written. Leave out all unnecessary pronouns.

This image shows a single sheet of cream-colored paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or foxing, particularly towards the edges. The overall tone is a warm, off-white or light beige.



1. Writing the Parts of a Friendly Letter

Each friendly letter has a heading, a greeting, a body, a closing, and a signature. Notice where and how each of these five parts in the following friendly letter is written. Look carefully to see how capital letters and punctuation marks are used. In the blanks opposite each part write the name of that part of the letter. Review Lesson 2 in Unit Three if you need to.

1..... Route 7
Lakefield, Ontario
April 20, 1949

2.....

Dear Tom and Helen,

3.....

Through my window I see two ponies in the pasture. They are wondering when you are coming to ride them. In the woodshed right now Grandfather is fixing fishing tackle for two. I have his word for it that the big fish in the lake are just waiting to bite. Can't you spend this week end with us?

4..... Lovingly yours,

5..... Grandmother

On the lines below write these headings correctly. Use capital letters and punctuation marks where they are needed. (1) 434 PINE STREET MONTREAL QUEBEC
JANUARY 29 1949 (2) Your own home address, using today's date.

.....

.....

.....

Name.....

2. Writing Thank-You Letters

When you write a thank-you letter, do these things:

1. Thank the person for the gift, the favor, or the entertainment.
2. Tell how you liked or enjoyed it, and what you liked best about it.

3. Write something to show how the favor gave help that was needed.

4. Even if the gift is something you do not like or need, do not say so. Thank the giver for his kindness in thinking of you.

Decide what the writer of each of the following parts of thank-you letters should tell. To each letter add sentences that will tell these things. Then write a suitable closing and sign your own name.

Dear Uncle Bill,

When the postman came this morning, I got a delightful surprise. It was a camera from you.

Dear Aunt Margaret,

I certainly enjoyed visiting you at River View Farm during my Easter vacation.....

Dear Mr. Black,

Thank you for taking our class through your Snow White Dairy last Friday afternoon.

Name.....

3. Writing Invitations

In writing an invitation, tell the following things:

1. What the invitation is for.
2. Where the party or the entertainment is to be.
3. When the party or the entertainment is to be held.
4. Something to show your friend that you really want him to come.

Ronald Roberts is giving a moving picture party at the Ajax Theater on Saturday afternoon, April 27, at two o'clock.

In each of the following parts of invitations, what has Ronald omitted that he should have told? Add sentences that will make each invitation a correct one. Add a suitable closing to each letter. Use Ronald's name as a signature.

Dear Don,

I hope you can come to my party Saturday afternoon, April 27, at two o'clock.....

Dear Jeanette,

On Saturday afternoon, April 27, at two o'clock, I am having a moving picture party at the Ajax Theater.....

Write an invitation to a friend to a taffy pull at your home next Saturday afternoon.

Name.....

4. Answering Invitations

When you write an answer to accept the invitation, be careful to follow these rules:

1. Show that you are glad to receive the invitation and to come to the party or to the entertainment.

2. Mention the party or the entertainment, the time, and the place where it is to be held.

Example:

Dear Dorothy,

I shall be glad to come to your birthday party on next Friday afternoon at three-thirty o'clock. Thank you for inviting me.

Your chum,
Alice Vinton

When you write an answer to say that you cannot accept an invitation, use these rules:

1. Show that you are sorry you cannot accept the invitation.

2. Give a good reason for not accepting the invitation.

Example:

Dear Dorothy,

I am very sorry that I cannot come to your birthday party next Friday afternoon. Right after school on Friday, Father is driving me to Barnesville to spend the week end with my grandmother.

Sincerely,
Max Martin

In the space below, write an answer accepting an invitation to Bob Benton's weiner roast at his home for next Saturday noon.

.....

.....

.....

.....

.....

.....

.....

Write an answer to say that you cannot accept Bob Benton's invitation because you already have an appointment with your dentist for that time and he cannot change it.

.....

.....

.....

.....

.....

.....

.....

5. Practice in Using Commas

Use a comma, or two commas if necessary, to set off from the rest of a sentence the name of the person who is addressed in that sentence.

Examples:

Keith, are you going to the movies?

Look, Janet, here's your pencil.

Who is captain of your team, John?

Use commas to separate the words or the groups of words that form a series in a sentence.

Examples:

In my garden I have radishes, onions, lettuce, turnips, and beets.

On Saturday morning I cut the lawn, watered Mother's flowers, and swept the walks.

Add commas of address where they are needed in each of the following sentences:

1. By six o'clock we shall be ready to eat Mary so be here by that time.
2. The man we saw Saturday Alton was our new football coach.
3. Douglas can't you spend next week end with me?
4. You know Helen it is really your fault that Jane was late.
5. Thank you Aunt Dora for the cookies you sent Bob and me.
6. Father may Sam and I build a dog-house with the boards Mr. Smith gave you?
7. You can catch Joe better than you can pitch.
8. Has the football you ordered come yet Albert?
9. Please let me stay another week with Aunt Sally Mother so I can help her plant her flower garden.
10. Helen and I are going skating Saturday and want you to join us Ruth.
11. Mr. Smith could you use another messenger boy on Saturdays?
12. Someone told me Joe that your ship model was better than Dick's.
13. You should see the new bicycle Father gave me Ann.
14. Where are you going Lucy?

Add commas to separate the words or the groups of words that form a series in each of these sentences:

1. In our back yard there are two oaks an elm and three pine trees.
2. Bill Tom Don and Jim play tennis together every Tuesday Thursday and Saturday.
3. To enjoy winter sports one needs skis snowshoes ice skates and a sled.
4. Three men a woman two boys and a dog were being tossed about in a small boat.
5. After dinner I usually read the newspaper listen to the radio work on my stamp collection and play games with my little sister.
6. In rain sleet or snow our postman delivers the mail regularly.
7. Tennis track golf baseball and ice hockey are my favorite sports.
8. The boys' choir sang Christmas carols at school at the hospital at the railroad station and at church.
9. A couch a table a large radio two book-cases and four easy chairs were in the room.
10. To our feeding tray every morning come robins flickers sparrows and finches.

6. Using Commas to Set Off Appositives

A group of words used to explain a noun is said to be in *apposition*. Such a group is called an *appositive*.

In these sentences the appositives are in italics:

- 1. I went to the circus with Dick, *Bob's older brother*.
- 2. My pencil case, *the one I bought last week*, is lost.

In the first sentence, the words *Bob's older brother* tell who Dick is. In the second sentence, the words *the one I bought last week* explain which pencil case is lost.

Notice that commas are used to separate an appositive of more than one word from the rest of the sentence. Examples: Mr. Brown, *our mail carrier*, is having a vacation.

This is Jim Norton, *my cousin*.

When an appositive is only one word, usually it is not separated from the rest of the sentence by commas.

Examples:

- Isn't that your sister *Sue*?
- My pony *Prince* is white.

Add commas where they are needed to set off appositives in these sentences:

- 1. Jack my prize rabbit cost five dollars.

Add appositives in the blanks in these sentences:

- 15. George Washington
..... lived at Mount Vernon.
- 16. My school is a splendid one.
- 17. My pencil is on my desk.
- 18. Last week I read a good book
- 19. I want a new sweater

- 2. Miss Jones my teacher says that I am improving in reading.
- 3. My puppy followed Mr. Simpson our laundryman for five blocks.
- 4. I wish that I had a servant like Robinson Crusoe's man Friday.
- 5. The red box the one that holds my pencils was made in China.
- 6. Why wasn't our country named for Columbus the man who discovered it?
- 7. Julia and I are going to visit Grace Allen my cousin in New York City.
- 8. Please loan me your book the one about birds of North America.
- 9. Newfoundland our tenth province has two of the largest airports in the world.
- 10. My chum Teddy Hudson helped me to build a flutter mill in the creek.
- 11. This book was sent to me by Uncle Jim my favorite uncle.
- 12. Jack the best ballplayer in our class is also the best runner.
- 13. Our big Persian cat Peaches has four lively orange kittens.
- 14. Mr. and Mrs. Thomson neighbors of ours have just returned from a trip to Florida.

Name.....

7. Using *Teach* and *Learn* Correctly

The word *teach* means to explain what something means or to show how something is done. The words *teaching*, *teaches*, and *taught* are different forms of the verb *teach*.

The word *learn* means to find out what something means or how to do something. The words *learning*, *learns*, and *learned* are different forms of the verb *learn*.

Another person may *teach* you something, but you must *learn* for yourself. Examples:

1. Tom is *teaching* me to skate.
2. I haven't *learned* how to do it very well yet.

Write the correct form of the verb — *teach* or *learn* — in each blank in the following sentences:

Bob is 1..... Johnny to ride horseback. He is 2..... him to ride without a saddle. Johnny very easily 3..... what Bob is trying to 4..... him. Soon he will have 5..... to ride well.

Jane has 6..... Spot to roll over for a bone. He 7..... this trick that Jane 8..... him so

In the space below, write one sentence in which you use a form of the verb *teach* and another in which you use a form of the verb *learn*.

well that now he rolls over whenever he sees anyone with a bone. Jane certainly didn't

9..... him to roll over when he wants to get a bone from another dog, but he does it anyway. Unfortunately, no one

has 10..... the other dogs to give him bones for his trick, and Jane can't

11..... Spot why his trick isn't successful with them.

How did Father 12..... you to dive? Did he 13..... you to swim before he 14..... you to

dive? Did you 15..... to float all by yourself, or did someone have to

16..... you how? Father had a harder time 17..... me to float

than he did in 18..... me how to swim or in 19..... me how to

dive. Once I had 20..... how to float, I 21..... to swim and to dive very easily.

Jerry and Jack 22..... Dick how to ski. He soon 23..... to ski as well as they.

8. Using Capital Letters Correctly

Begin with a capital letter:

1. The name of a school subject that is the name of a nationality such as *English* or *Spanish*, but not the names of other subjects such as science, arithmetic, history, or art.
2. The names of an office such as captain, president, doctor, or professor only when it is used as a title with a person's name. For example: *Professor Long*, *Doctor Taylor*, *President Watkins*.
3. Such a word as *north*, *south*, *east*, *northwest*, or *southeast* when it is used as all or part of the name of a region,

but not when it is used as the name of a direction. For example: We spend our summers in the *West*.

4. The first word and each important word in the name of a building, a hall, or a theater. For example: *The Globe Arena*, *University College*.
5. A word used as a name of *God* or of *Jesus*, the word *Bible*, meaning our sacred book of scriptures, and each word in such names as *New Testament*, *Old Testament*. *He* begins with a capital when it means *God*.

Copy the following sentences, using capital letters only where they are needed.

1. THE CAPTAIN STEERED HIS SHIP SAFELY THROUGH THE ICEBERGS OF THE NORTH ATLANTIC.....
.....
2. FROM THE TOWER OF THE EMPIRE STATE BUILDING PROFESSOR ADAMS SHOWED US HIGHWAYS RUNNING NORTH, EAST, AND WEST.....
.....
.....
3. IN THE BIBLE THAT DOCTOR ANDREWS GAVE ME ARE COLORED PICTURES OF JESUS AND OF GOD.....
.....
.....
4. AT THE PARKWAY SCHOOL I HAD GOOD MARKS IN ENGLISH AND HISTORY.....
.....
.....
5. DICK JAMISON, THE SON OF PRESIDENT JAMISON, IS PRESIDENT OF OUR CLASS THIS YEAR.....
.....
.....

Name.....

9. Using *Blew*, *Blown*, *Flew*, and *Flown* Correctly

The words *blown* and *flown* are used with helping words such as *have*, *has*, *had*, *is*, *was*, and *were*. The words *blew* and *flew* are never used with a helping word.

Examples:

The pilot has *flown* many planes.

He once *flew* to Hawaii.

A strong wind *blew* all night.

Papers were *blown* all around our playground.

The words *blowed*, *flied*, and *flewed* are never correct.

Write the correct word in each blank in these sentences:

Choose *blew* or *blown*:

Train whistles are 1..... at every railway crossing. They are 2..... to warn drivers of the approaching train.

The big bass horn was 3..... by the smallest boy in the band, but he 4..... it well.

All night the wind 5..... until every leaf had been 6..... from the trees.

Jack 7..... and 8....., but still his balloon wasn't 9..... up to suit him.

Are your tires 10..... up now?

In the blanks below, write a declarative sentence using *blown*, and an interrogative sentence using *flown*.

.....
.....

Peggy's new hat was 11..... into the pond. The wind 12..... it off her head. Her hair was 13..... about her face, and her scarf was 14..... out like a banner. Never, she thought, had the wind 15..... so hard before.

Choose *flew* or *flown*:

Wild ducks have 16..... South. Many flocks 17..... over our house. They 18..... in a V formation. My brother has 19..... his own plane for two years. He has 20..... a mail plane, too. He has 21..... over three thousand hours. Twice he has 22..... across the Atlantic. Once he 23..... to Brazil. Several times I have 24..... with him.

Jack's kite 25..... high above the field. It 26..... much higher than mine.

10. Using *Lie, Lay, Laid, and Lain* Correctly

The words *lie, lies, lying, lay, and lain* are different forms of the verb *lie*, which means to rest or recline. The word *lay* here means *did lie*. *Lain* is used with a helping word such as *have, has, or had*. *Lay* is never used with a helping word.

Examples:

Fido likes to *lie* on the rug and take a nap.

Fido *lies* on the rug.

He is *lying* there now.

He *lay* there yesterday for a nap.

He has *lain* there for an hour.

The words *lay, lays, laying, and laid* are forms of the verb *lay*, which means to put or place. The word *laid* is used correctly either with or without a helping word such as *has, had, or have*.

Examples:

Lay your books on the table.

The man was *laying* bricks on a wall.

He *laid* the bricks in rows.

Where could I have *laid* my hat?

Write the correct word in each blank.

Choose *lie, lay, laid, or lain*:

Jack 1..... his arithmetic down
and 2..... on the davenport to read.
Rex quickly 3..... down on the floor
beside his master. Of course he wanted to
4..... on the davenport, too, but he
was not allowed to 5..... there or
to 6..... on the chairs. As he
7..... there, he watched Jack's
mother. Soon she 8..... her knitting

aside and left the room. In two seconds, Rex
9..... on the davenport. How happy
Jack and Rex looked as they 10.....
there. The dog hadn't 11..... there
long before he heard Mrs. Price's step in the
hall. Once more Rex 12..... on the
floor, looking as if he had 13..... there
all the time.

Choose *lying* or *laying*:

"Mother is 14..... down now,"
explained Bob.

"There'll be no need for her 15.....
down to rest when she buys this," replied the
vacuum cleaner salesman, 16.....
his sample on the porch.

Whose package is that 17..... on
the floor? 18..... things on the
floor is a very careless habit.

You shouldn't be 19..... on that
wet grass.

Why are you 20..... your gloves
on that hot radiator?

Choose *lies* or *lays*:

Tom 21..... on the couch to read.

Our cat 22..... in the sun.

Bob always 23..... his books on
the table.

Our dog Skipper 24..... in front
of the fire.

11. A Review of Verbs

As you already know, a group of words must have a predicate in order to be a sentence. The verb is the most important part of a predicate.

Examples:

Two boys *whizzed* by on roller skates.

What expert skaters they *are*!

Most verbs express action. Examples:

Fido *dashed* after the rabbit.

Bring me the mail, please.

Some verbs merely tell what something *is* or seems to *be*. Such verbs are said to express a state of being.

Examples: White cats *are* often deaf.

John *was* late for school.

Sometimes a verb is made up of two or more words such as *have gone*, *were lost*, *was broken*, *has been written*.

The singular form of a verb is used with a subject that means only one person or thing. Examples:

This ball *is* mine.

Jack *throws* with his left arm.

The plural form of the verb is used with a subject that means more than one person or thing. Examples:

All three balls *are* mine.

Both Jack and Tom *throw* with their left arms.

Rewrite each of these sentences so that the subject and verb are plural. For example:

Is this your *glove*?

Are these your *gloves*?

10. This skate is too small.

.....
11. A cottontail rabbit has a tail like a powder puff.

.....
12. The box was too heavy.

.....
13. A mouse creeps along very silently.

.....
.....

Rewrite each of these sentences so that the subject is singular:

14. Owls don't see well at night.

.....
15. The boys were careful to put the fire out.

.....
.....

In each blank write a suitable verb that expresses action:

1. A deer into the forest.

2. Three white mice around the room.

3. A mischievous pup a fluffy white kitten.

4. A fierce wind every window in the house.

In each of these blanks write a verb that expresses a state of being:

5. These knives very sharp.

6. This lemonade too sour.

7. Yesterday there fifty children at the zoo.

8. Today there thirty children in my class.

9. Last evening the sunset very beautiful.

12. Using Words of Similar Meaning

Fill each blank with a word chosen to take the place of the word, or words, printed in parentheses. Choose the best word from the list that has the same number as the blank. Choose words that keep the meaning of the report about the same. Use a dictionary if you need help.

You have probably had fun playing tricks on your (chums) 1..... with a pea-shooter. Perhaps you have sent dried peas (clattering) 2..... against their windows, or hidden in the bushes to surprise them with a shower of make-believe bullets.

Many (uncivilized) 3..... people use much bigger and more (fancy) 4..... peashooters. They are sometimes as long as fifteen feet, and instead of harmless dried peas, they shoot poisoned arrows. These (very dangerous) 5..... peashooters are called blowguns.

In South America, in Borneo, and in some of the Philippine Islands, some of the native tribes use blowguns. The guns of the different tribes (differ) 6..... in length and in the size of the arrows which are (used) 7..... In Peru, the arrows are very short, only a few inches long, while in other parts of South America the natives use arrows as long as eighteen inches.

The arrows are (almost always) 8..... tufted at the end with feathers, bits of wild cotton, or pieces of bark. The purpose of the tufts is to make the aim of the arrow more



(exact) 9..... Sometimes bark is fitted to the arrow in such a way as to give it a (turning) 10..... motion when it is fired, just as the bullet is spun by the grooves in a rifle barrel.

A blowgun is a fine weapon for a surprise attack upon the (enemy) 11..... because it can be (fired) 12..... with never a sound.

1. enemies — relatives — friends — citizens
2. rattling — resting — brushing — leaning
3. young — primitive — modern — civilized
4. simple — elaborate — plain — rough
5. harmless — safe — clever — deadly
6. resemble — break — vary — grow
7. made — carved — employed — raised
8. usually — seldom — never — infrequently
9. unsure — accurate — easy — better
10. rotary — smooth — weaving — backward
11. Indian — ally — foe — friend
12. made — carried — lifted — discharged

13. Learning to Use Adjectives

An adjective is a word that modifies or makes clear the meaning of a noun or a pronoun. Examples:

1. Tommy has *new* skates.
2. Don't throw snowballs at *poor little* me.

In the first sentence the adjective *new* modifies the noun *skates*. In the second sentence the adjectives *poor* and *little* modify the pronoun *me*.

Adjectives answer these questions:

1. What kind? Example: The *big* car sped along the *smooth* highway.
2. How many? Example: Jack has *ten* tops.
3. Which one? Example: *This* book must be yours.

The words *a*, *an*, and *the* are adjectives that have a special name. They are called *articles*.

In the following paragraph, draw a line under each adjective. Then draw a line around the noun or pronoun which the adjective modifies. The first sentence has been marked correctly for you.

On a clear (day) last (week) Edwin and I climbed Jackstraw Mountain. It has steep and rugged sides. Jackstraw Mountain gets its name in a queer way. About seventy years ago the mountain was covered with tall pines. Then probably some careless camper left a little fire burning. Anyhow, a terrible fire swept over the whole mountain and burned its beautiful trees. Only their charred trunks were left standing. Hard winds blew them down. Then the mountain looked as if some enormous giant had been playing jackstraws with the bare trunks of trees and had tossed them over its rocky slopes.

In each of the following blanks write an adjective that will make the sentence more interesting:

1. A boy was leading a dog on a leash.
2. Dick made a wagon with wheels.
3. squirrels scampered up the tree.
4. My presents were a sweater, a cap,skates, a box of candy, and a book of stories.
5. For lunch we had sandwiches, salad, a big cake, ice cream, and lemonade.
6. For hours we boys crouched on a rock, watching beavers working with their teeth and their paws. They built themselves a house.

14. Learning to Use Adverbs

An adverb is a word that modifies or makes clear the meaning of a verb, an adjective, or another adverb.

Examples:

Prince barked *loudly*.

A *very* old man stood at the door.

He had knocked *so* softly that I hadn't heard him.

Adverbs often answer the following questions:

How? Example: The dog growled *angrily*.

When? Example: Stop *instantly*, Prince!

Where? Example: Come *here*.

How much? Example: You are *too* noisy.

In each of the following blanks write a suitable adverb:

1. The bird flew.....
2. Glen writes
3. That baby cries
4. John sings
5. The snow melted
6. Margaret skis
7. Snow fell

In the blank following each sentence, copy the adverbs in that sentence. Write in parentheses by each adverb the word that it modifies. Example:

The man walked very slowly..... very (slowly) slowly (walked)

1. Soup is either so hot I can't drink it, or too cold to be good.
.....
2. John leaned far back in his chair and laughed heartily.
.....
3. A very old lady was knitting skillfully on a sweater for her grandson.
.....
4. The squirrel peered at us cautiously, and then dashed quickly across the lawn.
.....
5. The sled sped smoothly down the hill but stopped so suddenly against a snowbank that the boys were thrown into some very hard snow.....
.....
6. The colt raced wildly after his mother but she ran too rapidly for him to catch her.
.....
7. The young robin fluttered awkwardly from his nest but lit safely in the grass.
.....

15. Learning to Use Conjunctions

A word used to connect words or groups of words is called a *conjunction*.

Examples:

It began to rain *so* Frank hurried home.
I'll show you my pet raccoon *if* you come home with me.

Some of the words often used as conjunctions are *and, but, for, or, nor, as, while, if, until, then, when, because, and after*.

Write a suitable conjunction in the blank in each of the following sentences:

1. Jim is small he is an excellent runner.
2. Shall we wait here it has stopped raining?

Improve each pair of sentences by using a conjunction to join the ideas into one sentence. Write your sentence in the blank following the pair of sentences.

1. I may go to the movies. I earn the money myself.....
.....
2. David was busy helping his mother. I did not stay.
.....
3. I am sorry to be tardy. Father's car wouldn't start easily.
.....
4. John lost his knife. There was a hole in his pocket.
.....
5. I like the blue gloves very much. I'd rather have red ones.
.....
6. Sugar is sweet. Vinegar is sour.
.....

3. Let's hurry we'll be on time for the first show.
4. Bill felt quite grown-up he was wearing his father's sweater.
5. You come I whistle.
6. I like poetry I like short stories much better.
7. Jerry sat on the bench Mr. Smith sharpened his skates.
8. Work your arithmetic problems you play tennis.
9. I'll listen to the radio you are ready to go.
10. Ellen left school hurriedly her father came for her.

Name.....

16. More Practice in Using Adjectives and Adverbs

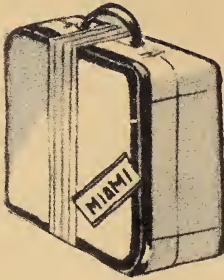
What adjectives and adverbs would you use in the blanks in the following part of a letter to make the sentences clearer and more interesting? Write them in the blanks in the letter. Change the article *a* to *an* when you need to do so.

Dear Kenneth,

Dad took me to see a 1..... rodeo or wild west show the other day. The cowboys and cowgirls were 2..... dressed in 3..... shirts and 4..... breeches. Their horses pawed the ground 5..... as their riders lined them up for the 6..... race. Each horse's bridle was decorated 7..... with 8..... buckles and 9..... tassels. At a signal, the horses dashed 10..... and the race was on. The crowd cheered 11..... as Speedball, a 12..... horse that had seemed 13..... promising, gained 14..... on the rest. He won the race 15..... My dad yelled 16..... and puffed out his chest 17..... You see, he had guessed 18..... at the beginning of the race that Speedball would be the winner. That certainly was a 19..... guess!

The blanks below are numbered to correspond to the blanks that are in the letter. In each one write the name of the part of speech — *adjective* or *adverb* — that you wrote in the blank that has the same number in the letter.

- | | | |
|---------|----------|----------|
| 1. | 7. | 14. |
| 2. | 8. | 15. |
| 3. | 9. | 16. |
| 4. | 10. | 17. |
| 5. | 11. | 18. |
| 6. | 12. | 19. |
| | 13. | |



UNIT NINE

Descriptions



1. Writing a Good Description

When you describe something, use the following rules:

1. Tell ways in which the object you describe is different from other things that might be mistaken for it.
2. Try to use words that tell exactly what you mean.

draw lines under the adjectives that help tell exactly what the box is like and how it differs from most other pencil boxes.

The pencil box that I lost is a dark-colored one with a top. It has a tray inside.

I lost a brown leather-covered pencil box with a sliding wooden top. Inside is a tip-up tray of wood.

Decide which is the better of the following two descriptions. Then, in the better one,

In the space below, write a description of one of the objects in the picture at the top of this page. Follow the two rules you have learned about writing descriptions.

[illegible]

Name.....

2. Describing Yourself

What adjectives would you use in the blanks in the following part of a letter to describe yourself for your make-believe Aunt Alice? Write them in the blanks.

Dear Aunt Alice,

I don't wonder that you are afraid that you won't know me when you meet me at the train on Saturday. I was only four years old when you last saw me and I've changed a lot since then.

I am now inches tall and I weigh about pounds, so you see that I am for my age. I

In the space below write a brief description of the dress or suit (or other clothing) that you are wearing to school today. Use the two rules you have learned about writing descriptions.

have eyes,

skin, and hair.

On Saturday, I'll be wearing a

hat (or cap), a coat (or

sweater), my suit (or dress),

..... socks, and

shoes. I shall have a

..... suitcase.

3. Learning to Use *This*, *That*, *These*, and *Those*

The words *this*, *that*, *these*, and *those* are used to point out which of several things is meant.

Examples:

Isn't *this* cap yours?

These skates are mine.

It is incorrect to use the word *here* with *this* or *these* and the word *there* with *that* or *those*.

Right: *This* book is interesting.

Wrong: *This here* book is interesting.

Right: *Those* pears are too ripe.

Wrong: *Those there* pears are too ripe.

The word *them* is sometimes used incorrectly for *these* or *those*. The word *them* is not an adjective. It is a pronoun and is used correctly only *in place of a noun*, not *with a noun*.

Right: Aren't *those* pencils yours?

Wrong: Aren't *them* pencils yours?

The words *this* and *that* are singular.

The words *these* and *those* are plural.

The word *kind* is singular; the plural form is *kinds*.

Examples:

Right: I like *this* (or *that*) *kind* of cookies.

Wrong: I like *these* (or *those*) *kind* of cookies.

Write the correct word — *this*, *that*, *these*, *those*, or *them* — in each blank in the following sentences:

I like 1. yellow pencils best.

Mother uses 2. kind of coffee.

3. kind of peaches can be used for making jam.

I'd like a dozen of 4. kind of red apples in 5. basket over there.

I think I could eat six of 6. now.

7. kind of ghost stories should not be read on 8. kind of night.

I enjoy watching 9. chipmunks pack 10. peanuts into their cheeks.

Eat 11. peaches first because 12. peaches in 13. farthest basket are not ripe.

14. crayons in 15. box are larger than 16. crayons in 17. boxes on 18. shelf.

I like to wear 19. kind of mittens. Mother knits 20. for me from 21. kind of yarn with 22. kind of needles.

23. kind of book is not the kind I like best. 24. books over on 25. shelf are my favorites.

Draw a line through the words *here* and *there* that should be omitted from the following sentences:

1. Come here, Charles, and see this here new sled I have.

2. There are five of those there marbles missing from that there bag.

3. This here problem is hard to do but that there one is even harder.

4. Please set that there plate of candy right here beside me.

4. Learning to Use Prepositions

A preposition is a word used to show some connection or relation between two other words or ideas.

Examples:

A tramp came *to* our house.

He knocked *on* the door.

He came *into* our kitchen and sat *by* the stove.

Some of the words that are most commonly used as prepositions are: *in, into, on, to, toward, for, from, about, among, against, between, of, with, without, before, behind, over, under, above, beside.*

Draw a line under each preposition in these sentences:

1. Ann's ball is on the sofa, Bill's is under the sofa, and Tom's is behind the sofa.
2. In this picture, Dick is standing beside Mother, Bob is behind her, Tom is sitting on the floor, Ted is leaning against Dad, and I am in Dad's lap.
3. Alice hid behind a tree, Terry crawled under the steps, Dick got into the rain barrel, Jane crouched between two bushes, and Sue climbed up a tree.
4. Grace ran through the park to the store for a loaf of nut bread.
5. Charles went with Dick in the rain to the post office for our mail.
6. Our cabin is on a hill near a lake in a forest twenty miles west of Denver.
7. The ball whizzed through the air, above Bill's head, over the fence, and through the window in Mrs. Brown's kitchen.
8. The rug on this floor came from Finland and was woven in a Finnish home by a native woman.
9. Joanne went at noon to the lake in the park and fed the ducks on the bank.

Write a suitable preposition in each blank in these sentences:

Charles crept 1..... the slippery steps, fastened the straps 2..... his skates, and then skated 3..... school.

This morning 4..... breakfast Jane went 5..... Sue 6..... the store 7..... a dozen oranges which she spilled all 8..... the sidewalk when the sack 9..... which she carried them burst.

A swan nested 10..... the tall grass 11..... the trees 12..... the lake 13..... the boathouse.

Jack sat 14..... the table gluing wings 15..... his airplane and wondering if he could put the propeller 16..... place, using the screw that comes 17..... the box 18..... the other parts 19..... the plane.

Tom ate his lunch 20..... noon, sitting 21..... a rock 22..... the stream 23..... which he had been fishing all morning 24..... any luck.

Look 25..... this neat writing.

Name.....

5. Using *Between* and *Among* Correctly

Use *between* in speaking of two persons or things. Use *among* in speaking of more than two. Examples:
The money was divided equally *between* Jack and Bill.
The money was divided equally *among* Jim, Bob, and Bruce.

Write the correct preposition — *between* or *among* — in each blank in the following sentences:

- 1. Divide the candy you three girls.
- 2. Father divided the walnuts my brother, my sister, and me.
- 3. Mother sat Ann and me.
- 4. The salesman divided his time Toronto and Hamilton.
- 5. The cookies were divided the three children.
- 6. Towels were distributed the nine boys on the team.
- 7. This is a secret you and me.
- 8. The lost dog wandered the boys on the playground, looking for his master.
- 9. The five girls argued themselves about who should have the prize.

- 10. The road wound many high mountains.
- 11. The argument was Ben and Roy.
- 12. the two of us we picked a bushel of cherries.
- 13. Dick divided his popcorn his classmates.
- 14. Mother likes to stroll the rosebushes in our garden.
- 15. Jim must choose a blue and a brown overcoat.
- 16. Three boys tied for first prize so it is to be divided them.
- 17. Mr. Brown gave us six girls a bushel of apples to divide us.
- 18. the three of us, we earned ten dollars for the Girl Guides.
- 19. It is always hard for me to choose a chocolate and a strawberry ice cream soda.
- 20. Are these apples to be divided the members of the class?
- 21. Do you mean that this whole cake is to be divided Clara and me?
- 22. Put your chair his and mine.

In the space below write one sentence in which you use the word *between* correctly and one in which you use the word *among* correctly.

.....

.....

.....

6. Using *By, At, To, and Off* Correctly

Do not use *by* when you mean *at*.
Right: I visited *at* Grandmother's.
Wrong: I visited *by* Grandmother's.
Use *to* in speaking of going toward a person, place, or thing. Use *at* in speaking of being already at a place.
Right: Jane was *at* school today.
Wrong: Jane was *to* school today.
Do not use the preposition *of* or *from* with *off*.
Right: Paul fell *off* his bicycle.
Wrong: Paul fell *off of* his bicycle.

Write the correct word — *by, at, to, or off* — in the blanks in these sentences:

Jack's cabin is 1. Pine Point.

The dog jumped 2. the cliff.

I'm sorry I was not 3. home when you came 4. for me.

Will you be 5. school tomorrow?

This pencil fell 6. your desk.

A preposition has been used incorrectly in each of the following sentences. Draw a line under the incorrect preposition. Then, in the blank following each sentence, write the sentence correctly.

7. Sam was to his Aunt Alice's house yesterday.

.....

8. I went to see you but no one was to home.

.....

9. Bingo chased the cat off of the porch.

.....

10. When I was to camp I learned to swim.

.....

11. The older robin pushed the young bird off from the limb.

.....

12. Peggy jumped off of the highest diving board.

.....

13. Doris visited by Aunt Jane's house last week.

.....

14. An icicle dropped off from the roof.

.....

7. Using the Prepositions *In*, *Into*, and *From* Correctly

Use *in* when you mean *inside* or *within*. Use *into* to show action in moving from the *outside* to the *inside*. Right: Sue fell *into* the lake.

Do not say Sue fell *in* the lake unless you mean that she was in the lake when she fell.

Write the correct preposition — *in* or *into* — in each blank in these sentences:

Bruce dashed 1..... the room with a package 2..... his arms.

Fido jumped 3..... the lake with Dick's cap 4..... his mouth.

5..... this box is a surprise gift for everyone 6..... the class.

The man opened the gate and stepped cautiously 7..... the cage 8..... which the three lions crouched.

Lucy bravely dived 9..... the pool and swam rapidly about 10..... the icy water.

In the space below write three sentences. In the first sentence use *in* correctly, in the second use *into*, and in the third use *different from*.

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.....

Use the preposition *from* instead of the conjunction *than* after the word *different*.

Right: Bill's cap is different *from* mine.
Wrong: Bill's cap is different *than* mine.

Write the correct preposition in the blank in each of these sentences:

In what ways is your Scottie different 11..... mine?

My book is different 12..... yours.

How are frogs different 13..... toads?

Each snowflake is different 14..... every other snowflake.

Did you notice how different John's tie is

15..... Bill's?

This school is very different 16..... the one I attended last year.

Dorothy's pencil is not very different

17..... mine, but it is decidedly differ-

ent 18..... yours.

8. Using the Adjectives *Good* and *Sure*, the Adverbs *Well* and *Surely*

Some boys and girls use an adjective when they should use an adverb. They say, "Angela *sure* writes *good*," when they should say, "Angela *surely* writes *well*."

An adjective modifies a noun or a pronoun. It often answers the question, *What kind?*

An adverb modifies a verb, an adjective, or another adverb. It often answers the question, *How?*

The word *good* is an adjective.

The word *well* is an adverb.

Examples: Tom is a *good* skater. He skates *well*.

The word *sure* is an adjective.

The word *surely* is an adverb.

Examples: Are you *sure* that you can swim as far as the raft? Jack *surely* is a fast swimmer.

In each blank in the following sentences write the correct word — *good*, *well*, *sure*, or *surely*:

Marion reads 1..... silently, but she is 2..... not a 3..... oral reader.

Doesn't this sweater fit 4.....?

In the space below write four sentences. In the first one use the adverb *well*. In the second use the adjective *good*. Use the adjective *sure* in the third and the adverb *surely* in the last.

.....

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.....

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.....

On ice Bill 5..... skates 6.....

but he doesn't skate 7..... on roller skates.

This is supposed to be a 8..... pen

but it doesn't write 9..... for me.

I'm never 10..... that it won't leak.

Have you a 11..... desk lamp? Are

you 12..... you can read 13..... by it?

Cats can see 14..... at night. They use their eyes 15..... in the daytime, too.

Did I do 16..... on my language test? I had a 17..... mark last time.

I 18..... hope I did as 19..... this time.

Never be 20..... that you can do a thing until you try it. Jim was 21.....

he could ski 22..... till he tried and fell.

9. More Practice in Using Adjectives and Adverbs

An adjective modifies a noun or a pronoun. It often answers the question *What kind?* Examples:

Dan is a *careful* worker.

This car has a *quiet* motor.

This is *clear* glass.

You have a *different* kind of watch from mine.

An adverb modifies a verb, an adjective, or another adverb. It often answers the question *How?* Examples:

Dan works *carefully*.

The motor runs *quietly*.

I see *clearly* through this glass.

Your watch is wound *differently* from mine.

In the blank before each sentence, write a word to tell whether the word in italics in that sentence is an adjective or an adverb:

-1. A snail moves *slowly*.
-2. We rode on a *slow* train.
-3. Aren't you wearing a *different* hat today?
-4. Your sweater fastens *differently* from mine.
-5. Hide *quickly*.
-6. Bob can play the piano *beautifully*.
-7. The driver couldn't see *clearly* because of the heavy fog.
-8. Wait *quietly*, please.
-9. This is a *beautiful* day.
-10. Drive *carefully*, please.

Write the correct word in each blank in the following sentences.

Choose *careful* or *carefully*:

- One can't be too 11.....
when the streets are icy. One should climb
steps 12....., be extremely
13..... in crossing streets, and
walk 14..... on the walks.

Choose *quick* or *quickly*:

- An airplane pilot must learn to think
15..... and to move very
16..... as well, because often
17..... action is necessary in
flying a plane. Unless a pilot is able to make
a 18..... decision as to what
to do and then do it 19.....
he may lose control of his plane.

Choose *quiet* or *quietly*:

- Be very 20..... when you are
in a hospital. Notice how 21.....
the nurses move about. Rubber heels on their
shoes help them to walk 22.....

Choose *clear* or *clearly*:

- Usually on a 23..... day I
can see the mountains 24.....
from my windows. Today I cannot see them
as 25..... as I usually can.

10. Kinds of Sentences

Sentences that show strong feeling are called *exclamatory* sentences. An exclamation point is placed at the end of an exclamatory sentence.

Example:

What a cold day this is!

Sentences that tell something without showing strong feeling are called *declarative* sentences. A declarative sentence that gives a command is called an *imperative* sentence. A period is placed at the end of all declarative and imperative sentences.

Examples:

The wind is blowing hard.

Come into the house where it is warm.

A sentence that asks a question without showing strong feeling is called an *interrogative* sentence.

Example:

What is the temperature today?

In the blank before each of the following sentences, write the word that tells what kind of sentence it is — declarative, interrogative, imperative, or exclamatory. Then put the correct punctuation mark at the end of the sentence.

.....1. What a perfect day this is for skating

.....2. Ask your mother to let you go to Glenmere Lake with me

On each line below write the kind of sentence that is named on that line.

1. Interrogative.....

2. Declarative.....

3. Imperative.....

4. Exclamatory.....

.....3. Are your skates very sharp

.....4. Wear your heaviest coat and mittens

.....5. What a gay skating suit you have on

.....6. Did you get it for Christmas

.....7. This suit is one I had last year

.....8. Watch me try to do some fancy skating

.....9. Ouch, what a spill that was

.....10. My, how well that boy skates

.....11. Don't you wish you could skate as well as he does

.....12. Come on, try to catch me

.....13. What fun we have had today

11. More Practice in Finding Subjects and Predicates in Declarative Sentences

A sentence has two main parts, the complete subject and the complete predicate. Every word in a simple statement belongs to one part or the other. The complete subject tells what is talked about in the sentence. Example: *My new skates* are very sharp.

The complete predicate is the part which says something about the subject. In the sentence above the complete predicate is *are very sharp*.

In each of the following sentences, draw one line under the complete subject and two lines under the complete predicate. Example:

Jack and his dog Flash were taking a walk.

They were walking through the park.

1. A lady walked toward them.
2. She put a large paper sack on the ground.
3. Something alive was in the sack.
4. The sack moved.
5. Jack's dog ran toward it.
6. A small gray kitten crept out of the sack.
7. It was badly frightened.
8. Flash rushed toward it.
9. Jack called him back.
10. He caught the kitten.

In the space below add complete predicates to each group of words to form a sentence. Then put parentheses around the simple subject and simple predicate in each sentence that you wrote.

Two mischievous puppies.....

A girl in my class.....

A boy on horseback.....

One of the words in the complete subject is the most important because it names what the sentence talks about. It is usually a noun or pronoun. It is called the simple subject. Examples: The *rug* in our library came from Arizona.

It was made by the Indians.

One word or group of words in the complete predicate is the simple predicate. It is always a verb. In the first sentence the simple predicate is *came*. In the second sentence it is *was made*.

In each of the following sentences, draw one line under the complete subject and two lines under the complete predicate. Then put parentheses around the simple subject and the simple predicate. Example:

Perry's new (kite) (caught) in a tree.

1. The big brown bear growled at her cubs.
2. A tall man fixed my bicycle.
3. A boy in my class won first prize.
4. Harry's house is next to mine.
5. This car runs smoothly.
6. It is a new one.
7. The fish in this lake are caught easily.
8. The point of my pencil is broken.

12. Compound Subjects and Predicates

A subject that names two or more persons or things separately is called a *compound subject*. Examples:
Snow, rain, and sleet fell today.
A man and two dogs raced through the yard.

When the predicate of a sentence tells more than one thing about the subject, it is called a *compound predicate*. Examples:
Jane sings and plays well.
Tom grabbed his cap and ran for the bus.

Draw one line under the complete subject and two lines under the complete predicate in each of these sentences. In the blank write *compound subject* if that sentence has a compound subject. Write *compound predicate* if it has a compound predicate. Do not write anything for the sentences which do not have compound subjects or compound predicates.

1. Bill, Bob, and Joe ride bicycles to school.
.....
2. The two strongest boys in my class had a wrestling match today.
.....

3. The frightened cat scratched and bit the dog.
.....
4. A man and two boys were in the car.
.....
5. Maxine swims and dives better than Jane.
.....
6. After dinner, Father usually reads the paper and listens to the radio.
.....
7. Two books are lost from our library.
.....
8. Two pencils and a pen were lying on my desk.
.....
9. The sled sped down the hill and swerved into a big snowbank.
.....
10. I ate my lunch and hurried back to school.
.....
11. The three little kittens lost their mittens.
.....

Add a compound subject to each of these groups of words to form an interesting sentence.

12. are my favorite school subjects.
13.fell into the mud puddle with a splash.
14. are desserts that I like.

Add a compound predicate to each of these groups of words to form a sentence.

15. A large tiger in the zoo.....
16. A big boy in a red sweater.....
17. Our best batter.....

13. Finding Subjects and Predicates in Different Kinds of Sentences

To help you decide what is the subject of an interrogative or an exclamatory sentence, find the word or group of words which you think is the subject. Use that word or group of words to begin a statement. Use the rest of the sentence to finish the statement. For example, in the interrogative sentence *Is Janet in your class?* we decide that the word *Janet* seems to be the subject. Then we change the question to the statement *Janet is in your class.*

In the exclamatory sentence *How loudly that lion roars!* we decide that the word *lion*

seems to be the subject. Then we change the exclamatory sentence to the statement *That lion roars how loudly.*

The subject of an imperative sentence is nearly always understood to be the pronoun *you*, but the subject is seldom spoken or written as a part of the sentence. For example: *Lend me your pencil, please. Girls, bring your pens to class.*

If the subjects were expressed, the sentences would read:

You lend me your pencil, please.
Girls, you bring your pens to class.

In the first blank by each of the following sentences write the word which tells what kind of sentence it is — *interrogative, imperative, or exclamatory*. In the next blank write the simple subject of the sentence. In the third blank write the simple predicate. The blanks for the first sentence have been filled correctly.

<i>Kind of Sentence</i>	<i>Simple Subject</i>	<i>Simple Predicate</i>
Interrogative	bell	does ring
.....1. When does the last bell ring?
.....2. Was the plane wrecked?
.....3. Will the bus return soon?
.....4. How cold the wind is today!
.....5. Run for third base.
.....6. Catch this ball.
.....7. Where is the Nile River?
.....8. In which house do you live?
.....9. What a big book you have!
.....10. Ring the bell early today.
.....11. How white the snow is!
.....12. Do boys like ice cream?

Name.....

14. Using Words of Similar Meaning

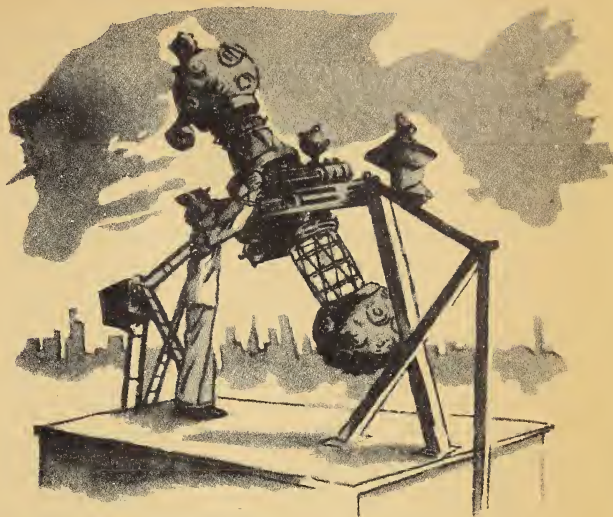
Choose a word from each numbered list to fit the blank of the same number. Keep the meaning of the story the same. Use a dictionary if you need help. If some of these words are new to you, try to remember them and use them in your own stories and letters.

Have you ever (been to) 1..... a planetarium? The Adler Planetarium in Chicago, the Hayden Planetarium in New York, and the one at the Franklin Institute in Philadelphia are all well known. Other cities, however, have planetaria which are (just as) 2..... interesting.

A planetarium is usually a room or building shaped like a great big mixing bowl turned upside down. The (inside) 3..... of the bowl represents the sky. The big projector throws on the sky small points of light which represent the stars and planets. The sky looks so (natural) 4..... that you almost think you are out of doors.

The projector in a planetarium is a queer-looking (thing) 5..... It (works) 6..... something like a movie projector except that it throws its light in many directions instead of (concentrating) 7..... it on a screen.

One can visit a planetarium many times and never hear the same (talk) 8..... or see the same show twice. (Sometimes) 9..... the lecturer will take you far south of the Equator and let you see how the stars (look) 10..... to



children in Australia. Perhaps he will show you all the colors in the stars which astronomers see with their (strong) 11..... telescopes.

In a few minutes you can see the movement of the stars that (really) 12..... takes all night. Twelve hours in two minutes! Wouldn't it be fun if we could really speed up time like that? We could make vacations come around in almost no time at all.

1. requested — visited — passed — escaped
2. less — more — equally — not
3. exterior — side — front — interior
4. queer — fantastic — realistic — weird
5. box — instrument — camera — star
6. operates — shines — creaks — goes
7. spreading — broadening — blinking — focusing
8. whisper — lecture — music — noise
9. always — seldom — usually — occasionally
10. glow — appear — shine — conceal
11. powerful — weak — inadequate — small
12. sometimes — actually — often — never

15. Using Adjectives in Making Comparisons

Most adjectives are used in three forms. These forms are spoken of as degrees of comparison. The first degree is called *positive*, the second is *comparative*, and the third is *superlative*.

The comparative form of most one-syllable adjectives and of many two-syllable adjectives ends in *er*. The superlative form ends in *est*.

Examples:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
big	bigger	biggest

The comparative form of some other adjectives is made by using the word *more* or the word *less* with the positive form. The superlative form of these adjectives is made by using the word *most* or *least*.

Examples:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
beautiful	more beautiful	most beautiful

The comparative and superlative forms of some short adjectives are not formed in either of the regular ways. Each of the three forms is a different word.

Examples:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad	worse	worst

Use the comparative form of an adjective when you are comparing two persons or two things with each other.

Examples:

Jack is the *older* of the two boys.

Tom made *less* money than Bruce.

The superlative form of the adjective is used when three or more than three persons or things are being compared.

Examples:

Jack is the *oldest* of the four boys.

Tom made the *least* money of anyone.

Complete each of the following comparisons by writing in each blank the comparative or the superlative form of the adjective given in parentheses:

- Who is the girl, Jane or Lucy? (old)
- Who is the reader, Joe or Paul? (good)
- Which is the flower, a red rose or a red carnation? (pretty)
- Who is the batter on your team? (good)
- Which is the insect, the ant or the grasshopper? (lazy)
- Which is the cloth, silk, linen, or wool? (cheap)
- Which is the city, Regina or Edmonton? (large)
- Which one of the six children has gained the weight? (much)
- Tom is the of the Smith twins. (tall)
- Of the six papers you have done this week, this is the (bad)

16. Using Adverbs in Making Comparisons

Adverbs have three degrees of comparison just as adjectives do, and they are formed in much the same way.

Examples:

soon	sooner	soonest
clearly	more clearly	most clearly
well	better	best

Use the comparative form of an adverb in comparing two things:

Who finished the *sooner*, Tom or Dick?

Of the two girls, Jane sings the *better*.

Use the superlative form of an adverb in comparing more than two things:

Who finished *soonest*, Tom, Dick, or Bob?

Of all the girls, Jane sings *best*.

Write the correct adverb in each blank.

Choose *better* or *best*:

- Who plays tennis the, Bob or Joe?
- Which one of these three pens writes the
- What school subject do you like
- Who reads the, Mary or Alice?
- What sport do you play, baseball, volleyball, or basketball?
- Can you see from this seat or that one?

Choose *more* or *most*:

- Which costs the, a silver or a gold ring?
- Which is the expensive, rayon or silk?
- Who, in your class, talk, the boys or the girls?

10. Which animal is the easily trained, a monkey or a seal?

11. Which of the two animals do you think is the intelligent?

Choose *less* or *least*:

12. Which season of the year do you like the

13. Which cost, pears or apples?

14. Do you weigh than you did a year ago?

15. Which is the expensive of the three hats?

16. Which baseball cost, yours or mine?

Choose *worse* or *worst*:

17. The wind blew today than it did last night.

18. Bob's shirt is torn than Dick's.

19. Of the four players, Alton played the

20. Mr. Jones drives than Mrs. Jones does.

21. Which boy writes the, Tom, Dick, or Harry?

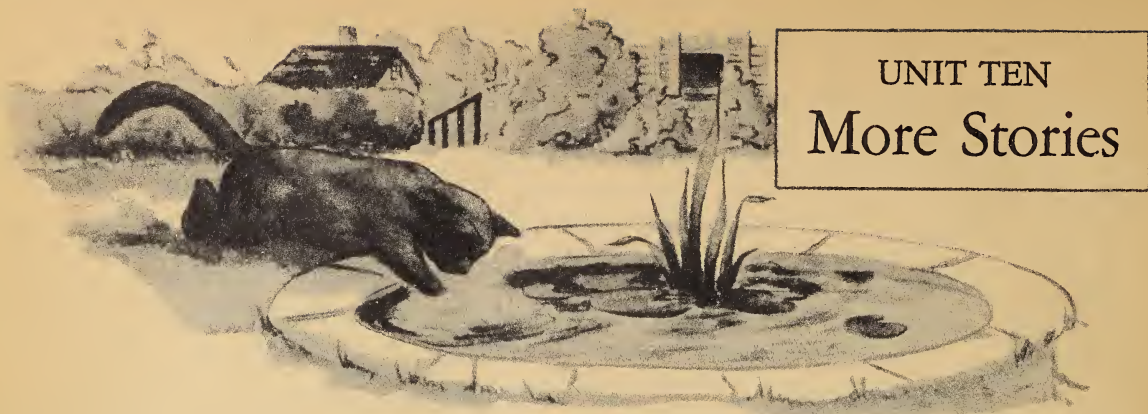
In the blank add the correct form of the adverb you choose to complete the sentence.

22. Which runs, a deer or a bear?

23. Whose kite flew the, Jack's or Bob's?

24. Which bird flies the, a lark or a robin?

25. Who skates the, Ruth, Betty, or Dorothy?



UNIT TEN

More Stories

1. Keeping a Story Moving

To keep a story moving properly, use these rules:

1. In every sentence tell something that belongs to the subject of the story.
2. In each sentence say something that has not already been said.

The following story does not keep moving. Many sentences tell things that are not about the subject. Others repeat what has already been said. Draw a line through each sentence which slows up the story.

TARZAN DINES ON GOLDFISH

Tarzan, our large Maltese cat, is unusually intelligent. I have raised him from a wee kitten so he loves me very much. When I come in from school he rushes to meet me, rubs against my legs, and sits just as close to me as he can get. He really seems very fond of me.

Tarzan has an expensive appetite. Unless he gets fresh shrimp, a piece of liver, or raw fish once a day, he fusses and pouts. One day Mother decided that there was no use catering to his expensive taste. For his lunch she set before him a dish of scraps left from our own

meal and nothing else. He refused to touch it and protested by meowing angrily. Whereupon, Mother grabbed him and put him out of doors, saying that he should stay there until he was better natured.

In less than an hour Tarzan was back meowing softly to be let in. One couldn't ask for a better behaved pet. He purred with contentment as he stretched himself at Mother's feet. Mother was delighted that her punishment had been so effective. She placed his lunch before him again, but Tarzan didn't seem to be hungry.

Tarzan doesn't run from dogs, either, because he has learned when they attack him to rake them across the nose with his sharp claws. The neighborhood dogs soon learned to leave our Tarzan strictly alone. He is a spoiled brat, but everyone in our family loves him.

At that moment, Mrs. Knowles, our next-door neighbor, came over in great distress. All but two of the goldfish in her outdoor pond were gone. The grocer boy reported that he had seen a big cat dabbling in the pool with its paws. We all glared at Tarzan, but he only purred and licked his chops contentedly.

4. Reviewing the Parts of Speech: Nouns

A word is a noun when it is used as the name of something. For example, the words in italics are nouns because they name something.

Jane took her *ball* away from the *dog* and put it on the *table*.

A word is a common noun when it is used as a name for any one of a whole class of persons, places or things.

Example: A *man* visited *school* one *day* and told us about a foreign *country*.

A word is a proper noun when it is used to name a particular person, place, or thing. A proper noun should begin with a capital letter.

Example: *Mr. Packer* visited *Baxter School* on *Thursday* and told us about *China*.

When a noun names only one person or thing, we say that it is *singular* in number. When it names more than one, we say it is *plural*. Examples:

Singular: A *boy* kept a *mouse* in a *box*.

Plural: The *boys* kept *mice* in *boxes*.

Change each of the following sentences to make each noun plural. Example:

A robin made a nest.

Robins made nests.

1. I put a rose in a vase.....

2. A fox stole a berry from our bush.....

Change the following sentence to make each noun singular.

3. Squirrels have bushy tails.....

Draw one line under each common noun and two under each proper noun in this sentence:

In the forest near the Grand Canyon is the only place in the United States where black squirrels with snowy white tails live.

In the blank after each sentence, copy all the nouns that are in that sentence. After each noun write the words that tell whether the noun is singular or plural, common or proper. The first noun has been written correctly in the first blank as an example.

1. I locked my puppy in Mother's bedroom. puppy — singular — common

2. I didn't notice her new hat made of fur lying on the bed.

3. Soon I heard growls and barks coming from the bedroom.

4. Jip was lying on the floor with the hat in his paws, chewing it.

5. Reviewing the Parts of Speech: Verbs

A group of words must have a predicate in order to be a sentence. The verb is the most important part of a predicate. Most verbs express action. Example: Tom *hit* the ball.

Some verbs merely tell what something is or seems to be. Such verbs are said to express a state of being. Example: It *was* a hot day.

Draw a line under the verb in each of the following sentences:

1. A fish bit the bait on my hook.
2. I was very excited.
3. I jumped off the rock into the cold water.
4. The water in the stream was icy cold.
5. I caught my fish, though.
6. It was a rainbow trout.
7. That fish weighed ten pounds.
8. We ate it for supper.

In each blank write a suitable verb that expresses action:

9. A big dog a small boy.
10. Children up the stairs.

In each of the following blanks, write a sentence in which you use the word before the blank as a verb:

22. Run.....
23. Swim.....
24. Tramp.....
25. Rock.....
26. Walk.....
27. Hit.....
28. Play.....

11. The express train
across the continent.
12. Two mischievous boys
John's cap.
13. A large lady the street-
car.
14. A poor lost pup to our
house.
15. Four playful kittens
about the room.

In each blank write a suitable verb that expresses a state of being.

16. There fifteen boys in my
class.
17. Where you when I tele-
phoned you on Saturday morning?
18. There forty skaters on
the rink when I arrived.
19. "Treasure Island" certainly
a good movie.
20. I thought that you John's
brother when I first knew you.
21. Didn't Mother tell you where I?

6. Practice in Using Singular and Plural Verbs

Each of the following words means only one person or thing: *every, each, either, neither, everyone, everybody, nobody, anybody*. Each of these words is singular. The verb and pronoun which are used with them should refer to only one person or thing.

Right: Each of the girls *has her* bicycle.

Wrong: Each of the girls *have their* bicycles.

Right: Everyone *is* to remain in *his* seat.

Wrong: Everyone *are* to remain in *their* seat.

Draw a line through the incorrect verbs and pronouns in italics in these sentences:

1. Every Boy Scout *has have* to wear *his their* uniform to meetings.

2. Each of the girls in the class *has have* a poem that *they she has have* written.

3. Everybody *is are* going to bring *their his* lunch to school.

4. Either Tom or Dick *was were* last to find *his their* place in line.

5. Neither Marie nor Joanne *is are* sure that *their her* answer is correct.

6. Each Boy Scout *is are* expected to meet with *his their* Scout Master today.

7. Each of the girls *is are* to read a story that *she they* wrote.

8. When anyone *is are* late for school *they he* should explain to *their his* teacher why *they he was were* tardy.

9. Every teacher *is are* going to take *her* their pupils to see the parade.

10. Nobody in my row *has have* an extra pencil that *they he* can spare.

11. Neither of the boys *was were* careless in doing *his their* work.

12. Each of the two dogs *has have* buried *his their* bone in *his their* own yard.

13. Everybody on my team is doing *their his* best to win.

14. Each class *are is* to send *its their* best story to the school paper.

15. Nobody in this class *is are* going to be tardy unless *they he have has* to be.

16. Either of the two boys *were was* willing that I should use *their his* bicycle.

17. Every one of our policemen *is are* trying to do *their his* duty well.

18. Each of the ten provinces *has have* *its their* own provincial government.

19. Each of the girls *is are* wearing the apron that *they she* made.

20. Each boy *has have* brought *their his* own drinking cup.

21. Either Jane or Sue *was were* the first to finish *their her* homework.

22. *Have Has* nobody here had this story told to *them him* before?

23. Neither Mother nor I *was were* at home.

24. Everybody *was were* in line when *their his* name *was were* called.

25. Each of my classmates *is are* expected to do *their his* share of the work.

26. Each class *is are* to enter the contest if *they it want wants* to.

27. Every one of us *has have* time to do *their his* work well.

28. *Are Is* anybody allowed to attend the program if *they he has have* a ticket?

29. *Has Have* everybody in the club paid *his their* dues?

30. Each one of us should do *his their* best at all times.

31. *Have Has* everyone seen this book?

7. Reviewing the Parts of Speech: Pronouns

A pronoun is a word that is used in place of a noun. Examples:

Bill has a small radio in *his* room. Aunt Sally gave *it* to *him*.

The commonest pronouns are *I, me, my, mine, we, us, ours, our, he, him, his, she, her, hers, they, them, their, theirs, you, yours, who, whom, it, its*.

Draw a line under each pronoun in the sentences in the next column.

1. The man lost his glove.
2. Henry told Alice that he would let her borrow his bicycle.
3. John's mother told him to take his little sister for a walk and to take good care of her.
4. This tennis racket isn't mine.
5. It doesn't have my initials on it.
6. When you borrow a book, be sure to return it to its owner.
7. Who left this pencil on my desk?

A pronoun should be used only when something has been said or done that shows clearly what noun the pronoun stands for. In some places in the following paragraph a pronoun has been used when it is not clear just what noun it stands for. Draw a line through any such pronoun and write above it the noun for which it stands. The first one is done for you.

Frank's

Duke, Frank's watchdog, thinks only members of ~~his~~ family should go near their baby, Jimmie.

One day while he was at school his mother had to go to the city unexpectedly on business. She employed a nurse to take care of him. When she came he was asleep in his crib with Duke on guard beside it. After she had gone he awoke and cried for his bottle. She quickly started toward his crib with it, but he wouldn't let her come anywhere near it. Every time she approached it, he bared his teeth and growled savagely. Again and again she tried to coax him from the room but he wouldn't budge. For a while it looked as if he, poor baby, would have to go hungry. Then Frank came home from school to lunch. As long as he was there, he was as friendly toward her as any dog could be, but when he left for school that afternoon, he had to be locked in the garage.

Name.....

8. Using the Pronouns *Who* and *Which*, *We* and *Us* Correctly

Some boys and girls use the word *which* when they should use *who*.

Use the word *who* in referring to one or more persons. Use the word *which* in referring to one or more things.

Examples:

I know the boy *who* sat beside you.

There are the girls *who* are to sing for us.

The book *which* I borrowed is lost.

The pencils *which* I sharpened are on the table.

In each blank in the following sentences write the correct word — *who* or *which*.

The snow man 1..... you saw was built by Tom and Jack.

The man 2..... lives next door to me is a fireman.

Please give this book to the little boy
3..... sits in the first row.

The excuse 4..... he gave for being late was not a very good one.

Miss Johnson 5..... was my teacher last year has moved away.

In each blank in the following sentences, write the correct word — *who*, *which*, *we*, or *us*:

The man 11..... gave 12..... girls the tickets is my uncle.

The two boys 13..... helped 14..... girls make the snow man 15..... you saw are Susan's cousins.

The ring 16..... Peggy lost is the one 17..... her mother gave her.

The lady 18..... made the cookies for 19..... Girl Guides is the same one
20..... made candy for us last year.

Follow these rules in using *we* and *us*.

Use the pronoun *we*:

1. As a simple subject or as a part of the subject of a sentence. Example: *We* girls organized a club.

2. After the word *than*. Example: You boys are bigger than *we*.

3. After the word *is*, *are*, *was*, or *were*. Example: It is *we* who won that game.

Use the pronoun *us*:

4. After a preposition such as *to*, *of*, *for*, *with*, *between*, or *among*. Example: The candy was sent to *us* girls.

5. After a verb that shows action. Example: Dad took *us* boys on a hike.

6. After such verbs as *let*, *help*, *make*, *have*. Example: You should help *us* girls.

In the blank before each sentence, write the number of the rule that explains why *we* or *us* is used correctly in that sentence:

.....6. The money was given to *us* boys.

.....7. Those girls are taller than *we*.

.....8. Bill pulled *us* girls on his sled.

.....9. *We* boys belong to the Boy Scouts.

.....10. Let *us* boys fry the steaks.

Name.....

9. Reviewing the Parts of Speech: Adjectives

An adjective is a word that modifies or makes clear the meaning of a noun or a pronoun. Examples:

An elephant has a *thick tough* hide.

Adjectives answer these questions:

1. What kind? Mary has a *warm* sweater.

2. How many? *Five* boys were on *one* sled.

3. Which one? *That* book is John's.

The words *a*, *an*, and *the* are adjectives which have a special name. They are called *articles*.

In the following story draw a line under each adjective. Then draw a line around the noun or pronoun which the adjective modifies.

AN EXPENSIVE MANICURE

My orange Persian cat Goldie has long claws which he goes to great pains to keep in good condition. One hot night our new neighbors had late callers who parked their rickety car near our drive. Goldie likes to lie on the cool tops of cars, so he lost no time in getting up on this one. Evidently the torn top attracted his attention. When the callers went to get into their old car, they found Goldie sharpening his claws by ripping their car's ragged top into ribbons. Poor Dad had to pay the angry callers eight dollars. He told Mother, "Take that naughty Goldie to the nearest beauty parlor with you next time. It will be a cheaper manicure than this one."

In each of the following blanks write an adjective that will make the sentence more interesting. Change the article *a* to *an* if you need to.

1. Linda has a sweater.

2. I spent dollars at a circus, and I certainly had a time.

3. One day I rode a horse over a road and up to the top of a hill.

4. My sled sped down a slope and then made a landing at the foot of a hill.

5. A rabbit ran across the road on a very day.

6. A car with headlights caused a accident on a highway.

7. On a day we boys played that we were pirates sailing to plunder a ship.

8. Tracy is a boy in the grade.

10. Reviewing the Parts of Speech: Adverbs

An adverb is a word that modifies or makes clear the meaning of a verb, an adjective, or another adverb. Examples:
A *very* frightened dog whined *piteously* on our front steps.
Adverbs often answer the following questions:
How? Don laughed *merrily*.
When? I am writing the letter *now*.
Where? Hang the picture *there*.

Draw a line under the adverb in each of the following sentences. In the blank after the sentence, write the word or words which the adverb modifies. Examples:

- Mary is unusually pretty. pretty
- Bob was whistling loudly. whistling
1. Jane left the room hastily.
2. Jack will go home soon.
3. The candy was too soft.

In each blank in these sentences, write a suitable adverb:

- The dog growled 16. at the stranger.
- Isn't it 17. early in the morning to see 18.?
- Jerry ran 19. to third base while the crowd cheered 20.
- The mouse squealed 21. as the cat pounced 22. upon it.
- The car stopped 23. as a hen ran 24. across the road.
- This knife cuts 25. if you know how to use it 26.
- The lion roared 27. frightening the children 28.
- Alice ran 29. to the window and called 30. to Janet.

4. Linda paints beautifully with water colors.
.....
5. The train came slowly to a stop.
6. Joe hit Ed accidentally.
7. Bring the book here.
8. That's a very pretty dress.
9. The drowning man called loudly for help.
.....
10. This pencil writes easily.
11. The bell rang early.
12. My arm is very sore.
13. Don't be so smart.
14. The big gray elephant lumbered along.
.....
15. That's a handsome sweater that you have
there.

11. More Practice in Using Adjectives and Adverbs Correctly

Never use an adjective when you should use an adverb. Remember that an adjective modifies a noun or pronoun. An adverb modifies a verb, an adjective, or another adverb.

Right: Jack works *slowly*.

Wrong: Jack works *slow*.

Right: Jessica skates *beautifully*.

Wrong: Jessica skates *beautiful*.

Right: I *surely* like to swim.

Wrong: I *sure* like to swim.

In the following sentences draw a line through the incorrect word in each pair of words written in italics:

WATCHING BEAVERS AT WORK

The day had 1 *sure* *surely* been a rainy one, but by late afternoon the sun was shining very 2 *clear* *clearly* again. Mother and I picked our way 3 *slow* *slowly* and 4 *careful* *carefully* through the wet bushes to a 5 *beautiful* *beautifully* mountain stream where beavers had been 6 *industrious* *industriously* building dams. We were 7 *sure* *surely* that beavers lived there and we thought that we would 8 *sure* *surely* see them at work if we approached them so 9 *careful* *carefully* that we did not disturb them. We chose a large rock near the biggest

dam as a 10 *good* *well* place to sit. We climbed 11 *quick* *quickly* upon it and waited 12 *quiet* *quietly* for the beavers to appear. The place was perfectly 13 *quiet* *quietly* except for some birds that sang 14 *sweet* *sweetly* for us.

Soon three beavers swam 15 *slow* *slowly* toward our rock. It was getting dark so that we couldn't see them very 16 *good* *well* at first, but as they came closer, we could see them very 17 *clear* *clearly*. These three were 18 *quick* *quickly* joined by others and soon the pond above the dam was full of beavers doing 19 *different* *differently* jobs. Some gnawed 20 *careful* *carefully* around the trunks of aspen trees. One swam 21 *slow* *slowly* toward us pulling a big stick. Others 22 *careful* *carefully* plastered mud on the dam. They 23 *sure* *surely* did it 24 *good* *well*. I was 25 *sure* *surely* that the beavers used their tails to plaster the mud down 26 *good* *well*, but they used their paws. They brought the mud 27 *different* *differently* from the way I expected them to. They carried it in their front paws and placed it 28 *careful* *carefully* where it was needed. Their wet fur glistened 29 *beautiful* *beautifully* as they worked.

I 30 *sure* *surely* enjoyed watching them. Now I understand more 31 *clear* *clearly* what it means to work like a beaver.

On the lines below write one sentence using *good* correctly, one using *well*, one using *sure*, and one using *surely*. Be careful not to use an adjective when you should use an adverb.

.....

.....

.....

.....

12. Reviewing the Parts of Speech: Conjunctions

A word used to connect words or groups of words is called a conjunction.

Some of the words often used as conjunctions are: *after, and, as, because, but, for, if, or, so, when, while, and until.*

Examples: I'll go with you *after* I have finished my work.

The girls waved *as* they passed us.

Draw a line under each conjunction in the following sentences:

- 1. The rabbit remained motionless when he saw the boy.
- 2. Keep the book until you have finished reading it.
- 3. Tom wanted a second piece of pie but he didn't like to ask for it.
- 4. Margaret went to a show while her mother shopped.
- 5. The sled turned over as it started around the curve.
- 6. Perry rides to school because he owns a pony.

Write a suitable conjunction in the blank in each of the following sentences:

- 7. Saturday was a rainy day I fixed up a clubroom in our attic.
- 8. Learning to ride a bicycle looks as easy as can be you try it.
- 9. A beautiful collie followed me I walked through the park.
- 10. Roy went to bed early he could read *Captain Kidd* undisturbed.
- 11. A queer little noise came from under his bed he turned the light out.
- 12. He knew he shouldn't be scared, he turned the light on again.
- 13. Very cautiously he leaned over the edge of the bed saw his pup Skippy.
- 14. After that Roy didn't try to read scary stories he was reading in bed.

Improve each of the following pairs of sentences by using a conjunction to join the ideas into one sentence. Write your sentence in the blank below the pair of sentences.

- 15. I was walking alone in the park. A small furry animal scampered across my path.
.....
.....
- 16. Lucile walked proudly down the street. She was wearing a new red hat.
.....
.....
- 17. I felt like a millionaire. Uncle Jack gave me a dollar to spend at the circus.
.....
.....

13. Reviewing the Parts of Speech: Prepositions

A preposition is a word used to show some relation or connection between two other words or ideas. Some of the words that are commonly used as prepositions are: *around, about, before, behind, above, of, for, with, into.*

Write a correct preposition in each blank in the following sentences. If you have forgotten how to use the prepositions *between, among, by, at, to, in, into, and off* correctly, review Lessons 5, 6, and 7 in Unit Nine.

- 1. The prize money is to be divided equally
..... the three boys.
- 2. Mr. Brock divided the apples
us four girls.
- 3. Keep this a secret you and
me.
- 4. the two us,
Jane and I sold three pounds
fudge for our Girl Guide Troop.

In each of the following sentences a preposition has been used incorrectly. Draw a line under the incorrect preposition. In the blank rewrite the sentence correctly.

- 12. Your book is different than mine.
.....
- 13. Tony jumped off of his pony's back.
.....
- 14. Why don't you divide the work equally between the three members of the committee?
.....
.....
- 15. Water poured off from the roof of the house.
.....

- 5. Ted's tie is not different
Bob's, but it is tied differently
his.
- 6. Tom leaned too far the rail
of the bridge and fell the muddy
river.
- 7. When I was Grandmother's
house she gave me this fudge to divide
..... the three us
boys.
- 8. Bruce jumped the lake and
swam the ball.
- 9. The rabbit scurried his
burrow the brier bush.
- 10. The pencil which I found my
desk is different mine.
- 11. Let's jump the fence.

14. Reviewing the Parts of a Sentence

A sentence has two main parts. The part of the sentence that tells what is talked about in the sentence is called the *complete subject*. The *complete predicate* of a sentence is that part which says something about the subject. For example, in the sentence, *A large red car is standing in our driveway*, *a large red car* is the complete subject, and *is standing in our driveway* is the complete predicate.

One of the words in the complete subject is the most important because it names what the sentence talks about. That word is the *simple subject*.

One word or group of words in the complete predicate of any sentence is the *simple predicate*. It is always a verb. For example, in the sentence, *A large red car is standing in our driveway*, the word *car* is the simple subject, and *is standing* is the simple predicate.

In each of the following sentences, draw one line under the complete subject and two lines under the complete predicate. In the first blank to the left of the sentence, write the noun or pronoun that is the simple subject. In the next blank write the verb that is the simple predicate. Review Lesson 13 in Unit Nine if you have forgotten how to find the subject of an interrogative, an exclamatory, or an imperative sentence.

*Simple Subject**Simple Predicate*

it

is

Joseph

will go

you

come

How dark it is!Will Joseph go with Bill?Come with us.

1. Angela's fuzzy little dog looked like a floor mop.
2. Jim tossed a snowball at Sue.
3. What have you in that huge box?
4. Down the steep slope the boys sped on their skis.
5. What a noisy dog Penny is!
6. Have you ever seen an armadillo?
7. Jim lost his baseball yesterday.
8. How happy we will be the last day of school!
9. We usually have a party with ice cream and cake.
10. Bring some paper napkins with you.
11. Vacation is here at last.

15. Using Words of Similar Meaning

Choose a word from each numbered list to write in the blank which has the same number. Find a word that has about the same meaning as the word in parentheses, or which would express the meaning of the story more exactly.

When Jack was about six years old, he went to the circus with his Uncle Tom. It was the very first circus performance that Jack had

ever (gone to) 1....., and his Uncle Tom had to answer a hundred questions.

Jack liked the opening parade with its brass bands, the beautiful prancing horses, the clumsy elephants with their (magnificent)

2..... trappings, the cages of wild animals, and the clowns who did all

kinds of funny (tricks) 3.....

When the show started, things got better and better. The lovely bareback riders who rode standing on the horses' backs pleased

Jack (greatly) 4..... He liked the living statues, too, the white horses and the people in all white (clothes)

5..... who could hold the same (position) 6..... for long minutes.

Then came the high point of the afternoon.

The trapeze (performers) 7..... came out ready to do their breath-taking stunts high in the air above the heads of the (watch-

ing) 8..... people. This was what Jack had been waiting for. He sat up on the edge of his seat and watched all the (get-
ting ready) 9..... (At last)



10..... he turned to his Uncle Tom and said, "What are those big things like fish nets that the men are putting up over there?"

"Those," (said) 11..... his uncle, "are the life nets. In case one of the trapeze artists should slip or lose his grip he would land in the net, not on the ground."

"Slip!" (said) 12..... Jack. "Lose their grip! Why, I thought those fellows were supposed to be good!"

For once, Uncle Tom couldn't answer him.

1. seen — attended — ordered — listened
2. dull — plain — unadorned — gorgeous
3. stunts — clothes — faces — ideas
4. mildly — little — immensely — somewhat
5. coats — costumes — paint — disguise
6. thing — package — pose — breath
7. builders — ropes — riggers — artists
8. listening — staring — talking — yawning
9. people — ropes — preparations — swings
10. finally — first — immediately — suddenly
11. asked — inquired — suggested — explained
12. called — exclaimed — requested — knew

A Summary of Rules and Standards

Taking Part in Discussions

1. Take part in the discussion by giving and asking for information about the topic.
2. If someone says something that you do not understand, ask him politely to explain.
3. Interrupt only when it is necessary, and then do so politely.
4. Speak loudly enough so that everyone in the group can hear you easily.
5. Listen carefully to what others say.
6. If you disagree with something that is said, do so politely.
7. Give everyone in the group a chance to add something to the discussion.
8. Do not talk too long at a time, or too often.
9. When a boy and girl begin to talk at the same time, the boy should stop until the girl has finished. When a boy or girl and an older person start talking at the same time, the boy or girl should stop and allow the older person to finish. When two boys or two girls begin talking at the same time, they should stop and decide which one should go on.
10. A summary of a discussion should tell in a few sentences the problem discussed, the most important suggestions and plans offered, and the answer decided upon.

Giving Reports

1. Choose a topic in which you and your classmates are interested, about which you can find information, and which is not too broad.
2. Tell enough in your report to make it interesting and easy to understand.
3. Each sentence tells or asks something about the topic of the report.
4. Each paragraph in a good report tells about one small topic called the paragraph topic, which is a part of the main topic.
5. Paragraphs should be arranged so that things are told in the order in which they happened, or in which they should be done.

6. In making a bibliography, write the family name of the author first. Put a comma after the family name, then write the author's first name or initials. Next write the title of the book and underline each word in the title. Then write the date when the book was published. Last write the numbers of the pages on which you found information about your problem. Books in a bibliography are arranged alphabetically by the authors' last names.

7. In a book report tell only what your class would want to know about the book. If you tell too much you may spoil the story for those who wish to read it later. Tell the name of the book, the author, what the story is about, an interesting part of the story, whether you like the book, and where anyone can get it.

8. In a report about a movie, tell things that will help others to decide whether they would like to see it. Do not tell so much that you spoil the movie for them.

Writing Letters

1. In a friendly letter, write about topics that you think will interest your friend. Write enough about each topic to make your letter interesting and easy to understand. Give your letter a center of interest by telling more about one topic than others. Give your opinion about a topic if you think your friend would like to know it. Say something in the letter to show that it is meant especially for your friend. Answer any questions that your friend may have asked you in a letter.

2. In a business letter remember the inside address. Tell everything that the reader needs to know, but tell only those things which are needed. Tell each thing once.

3. In a thank-you letter, thank the person for the gift, the favor, or the entertainment. Tell how the gift pleased you or the favor helped you.

4. An invitation should tell what it is for, and the time and place of the party or meeting.
5. Answer an invitation promptly and courteously. Thank the person for inviting you. If you accept the invitation, say that you are glad to do so. If you decline, say that you are sorry and tell why you do not accept.
6. Place the parts of the letter correctly on your paper.
7. When you address an envelope, write a main address and a return address. Place the return address on the front in the upper left-hand corner.
8. Use capital letters to begin the first word and the name of a person in the greeting of a letter. Begin the first word of the closing with a capital letter.

Telling Stories

1. A good story has a surprise or something funny or exciting in it. The surprise should come near the end.
2. The title of a story should be short. It should give a hint of what the story is about, and should make others want to read or hear the story. Each important word in the title should begin with a capital letter.
3. The beginning sentence in a story should get the story started and should make the reader wonder what is going to happen.
4. When you can, use direct quotations to make your story interesting.
5. Tell things in the order in which they happened. Tell first the things that happened first, and last the things that happened last.
6. Keep to the story. Make each sentence tell a part of the story. Tell enough to make the story interesting and easy to understand.

Conversation

1. At the dining table talk about things that are pleasant to the others in the group.
2. At all times try to keep the conversation on topics that are pleasant to others.
3. When the conversation is embarrassing to someone in the group, change the subject.

4. Avoid asking embarrassing questions. Do not pry into the affairs of others.
5. Talk only where conversation will not disturb others.
6. When a newcomer joins your group, try to make him feel welcome.
7. When you greet someone you know, use his name. When you greet a grown-up person, it is better to say "How do you do," or "Good morning," than to say "Hello."
8. When you answer the doorbell and find a friend, invite him to come in and be seated. If you find a stranger, greet him politely, and wait for him to tell you what he wants. *Do not invite him in.*
9. When you leave a party or any place where you have been a guest, thank the people who invited you.
10. When you leave a group of persons before others are ready to leave, excuse yourself.

Introductions

1. In making introductions, introduce a boy to a girl, a man to a woman, a boy or girl to a grownup, a younger woman to an older woman, a person to a group.
2. In introducing two boys or two girls, or two men or two women of about the same age, it does not matter who is introduced first.
3. When you introduce two people, try to tell each one something about the other.
4. When you introduce a relative, such as an uncle, an aunt, or a grandparent, give his or her last name.
5. When you are introduced to a person, say, "How do you do, ——?" speaking his or her name.

Using the Telephone

1. In answering the telephone, give your name or telephone number, or both.
2. Be courteous in all that you say.
3. Keep your conversation brief.
4. Do not say things which might cause trouble for someone.
5. Wait for the person who called you to say good-by first.

Descriptions

1. Tell ways in which the object you describe is different from other things that might be mistaken for it.
2. Use words that tell exactly what you mean.

Using Words Correctly

1. The words *seen, done, come, gone, eaten, given, run, taken, written, broken, driven, rung, sung, begun, drunk, grown, thrown, known, chosen, stolen, ridden, frozen, spoken, worn, torn, swum, blown, and flown* are used correctly with a helping word such as *have, has, had, is, are, was, or were*. The words *saw, did, came, went, ate, gave, ran, took, wrote, broke, drove, rang, sang, began, drank, grew, threw, knew, chose, stole, rode, froze, spoke, wore, tore, swam, blew, and flew* are never used correctly with a helping word.
2. A negative is a word that has the meaning of *no* or *not* in it. *Never, none, nothing, not, nobody*, and all contractions that end in *n't* are negatives. Do not use more than one negative in a sentence to ask or tell about the same thing. Never use a negative with the word *hardly* or the word *scarcely*.
3. Use the word *can* in telling or in asking whether a person is able to do something. Use the word *may* in giving permission or in asking permission.
4. The word *let* means *allow* or *permit*. The word *leave* means *go away* or *allow to remain*.
5. The word *set* means to *put* or *place* something. The word *sit* means to *rest* or *stay*. *Sat* means *did sit*.
6. The words *lie, lies, lying, lay, and lain* are different forms of the verb *lie* which means to *rest* or *recline*. The word *lay* here means *did lie*. *Lain* is used with a helping word such as *has, have, or had*. *Lay* is never used with a helping word. The words *lay, lays, laying, and laid* are forms of the verb *lay* which means to *put* or to *place*. The word *laid* may be used correctly either with or without a helping word.
7. When you speak of another person and yourself, mention the other person first. To

help you to decide whether to use *I* or *me*, think which word you would use if you spoke of yourself only. To help you to decide whether to use *he* or *him*, or *she* or *her*, think which you would use in a sentence if you spoke of that person only.

8. The word *teach* means to explain what something means or how something is done. The word *learn* means to find out what something means or how to do something. The words *teaches, teaching, and taught* are forms of the verb *teach*. The words *learning, learns, and learned* are all forms of the verb *learn*.

9. The words *this, that, these, and those* are used to point out which of several things is meant. It is incorrect to use the word *here* with *this* or *these* and the word *there* with *that* or *those*. The word *them* is never used with a noun. The words *this* and *that* are singular. The words *these* and *those* are plural. The word *kind* is singular. Always say *this kind* or *that kind*, not *these kind* or *those kind*.

10. Use *between* in speaking of two persons. Use *among* in speaking of more than two.

11. Use *to* in speaking of going toward a person, place, or thing. Use *at* in speaking of being already at a place. Do not use *by* or *to* when you mean *at*.

12. Do not use *of* or *from* with *off*.

13. Use *in* when you mean *inside* or *within*. Use *into* to show action in moving from the outside to the inside.

14. Use the preposition *from* instead of the conjunction *than* after the word *different*.

15. Use the word *who* in referring to persons. Use the word *which* in referring to things.

16. Use the pronoun *we* as the subject or part of the subject of a sentence, after the word *than*, and after the word *is, are, was, or were*. Use the pronoun *us* after a preposition such as *to, of, for, with, between* or *among*, after a verb that shows action, and after such verbs as *let, help, make, have*.

Sentences

1. If a group of words tells or asks something

by itself, it is a sentence. If it does not, it is not a sentence.

2. A sentence that states a fact is a *declarative* sentence. A sentence that asks a question is an *interrogative* sentence. A sentence that gives a command is an *imperative* sentence. A sentence that expresses surprise, fear, or any strong feeling is an *exclamatory* sentence.

3. Keep your sentences apart. Do not run them together with such words as *and*, *and so*, or *and then*.

4. Do not use too many short sentences. Combine some of the ideas to make longer sentences.

5. A sentence has two parts, the *subject* and the *predicate*. The *subject* tells what is talked about in the sentence. The *predicate* tells what is said about the subject.

6. A subject that names two or more persons or things separately is a *compound subject*. A predicate which tells more than one thing about the subject is a *compound predicate*.

7. One word in the complete subject of a sentence is the most important, because it names what the sentence talks about. It is called the *simple subject*, and is usually a noun or a pronoun. When there is only one word in the subject, that word is the simple subject.

8. One word or group of words in the complete predicate of a sentence is the *simple predicate*. It is always a verb. When the predicate contains no other words than the verb, the verb is both the simple and complete predicate.

9. Make your sentences interesting by arranging the parts of your sentences in different ways. The subject may be placed first in the sentence, last in the sentence, or between the parts of the predicate.

10. Do not use as the subject of a sentence a pronoun and the words for 'which it stands.

11. To help you decide what is the subject of an interrogative or exclamatory sentence, find the word or group of words which you think is the subject. Use that word or group of words to begin a statement. Use the rest of the sentence to finish the statement. The subject of an imperative sentence is nearly always understood to be the pronoun *you*.

Parts of Speech

1. A *noun* may be the name of a person, place, a time, an animal, a plant, or any other thing. A noun may be the name of a single thing, of a collection, or of a group.

2. A noun is a *common noun* when it is used as a name for any one of a whole class of persons, places, or things. It is a *proper noun* when it is used to name a particular person, place, or thing. A proper noun should begin with a capital letter.

3. When a noun names only one person, place, or thing, we say that it is *singular* in number. When it names more than one, we say that it is *plural*. The plural of most nouns is formed by adding *s* or *es* to the singular.

4. Most *verbs* express action. Some verbs merely tell what something is or seems to be. Sometimes a verb is made up of two or more words, such as *have broken*.

5. The singular form of a verb is used with a subject that means only one person or thing. The plural form of a verb is used with a subject that means more than one person or thing. Such words as *either*, *each*, and *every* mean only one and take the singular form.

6. A *pronoun* is a word that is used in place of a noun. Use a pronoun only when something has already been said that shows what noun the pronoun stands for.

7. An *adjective* is a word that modifies or makes clear the meaning of a noun or a pronoun. Adjectives answer these questions: *What kind? How many? Which one?*

8. The adjectives *a*, *an*, and *the* have a special name. They are called *articles*.

9. An *adverb* is a word that modifies or makes clear the meaning of a verb, an adjective, or another adverb. Adverbs may answer the following questions: *How? When? Where?*

10. A word used to connect words or groups of words is called a *conjunction*.

11. A *preposition* is a word used to show connection between two other words or ideas.

12. Most adjectives are used in three forms. These forms are spoken of as degrees of com-

parison. The first degree is *positive*, the second, which usually ends in *er*, is *comparative*, and the third, which usually ends in *est*, is *superlative*. Use the comparative degree in comparing two persons or things, and the superlative in comparing more than two persons or things. The comparative of some adjectives is made by using the word *more* or the word *less* with the positive form. The superlative form of these adjectives is made by using the word *most* or the word *least*.

13. Adverbs also have three degrees of comparison. The comparative form is used in comparing two things. The superlative is used in comparing more than two things.

Using Capital Letters

Use a capital letter to write:

1. The word *I*.
2. The initials in a person's name.

Use a capital letter to begin:

3. The first word of a sentence.
4. The first word and each important word in a title.
5. The name of a person or pet.
6. The abbreviations *Mr.* and *Mrs.* and the word *Miss*.
7. The name of a day or a month.
8. The name of a special day or place such as *Labor Day* or *Forest Park*.
9. The name of a town, city, or province.
10. The name of a country or continent.
11. The beginning word and each important word in the name of a company or firm.
12. Each important word in the name of a department of government.
13. Each important word in the name of a famous event or document.
14. The name of a church or of a religion.
15. The name of a special product.
16. The name of a school subject that is the name of a nationality such as *English* but not the names of other subjects.
17. The names of an office such as captain, president, doctor, or professor when it is used as a title with a person's name.

18. The first word and each important word in the name of a building, a hall, or a theater.

19. A word used as a name of *God* or of *Jesus*. The word *Bible*, and each word in such names as *New Testament*, *Old Testament*. *He* begins with a capital letter when it means *God*.

20. The first word in a direct quotation.

Using Punctuation Marks and Other Marks

1. Use a question mark after a question, and an exclamation point after an exclamation.

2. Use a colon after the greeting in a business letter.

Use a period:

3. At the end of a sentence that is a statement.
4. After the initial in a person's name.
5. After all abbreviations.

Use a comma:

6. After the greeting in a friendly letter and after the closing in every letter.
7. Between the name of a town or city and the name of a province.
8. Between the date and the year.
9. To separate the words or groups of words in a series.
10. After *Yes* or *No* when it is the first word in the answer to a question.
11. To set off from the rest of the sentence the name of the person who is spoken to.
12. To set off an appositive; that is, a group of words used to explain a noun.

To show possession:

13. Add an apostrophe and an *s* to a name that means only one, and to a name of a group if that word does not end in *s*.
14. Add only an apostrophe to a name that means more than one and ends in *s*.
15. Use apostrophes in contractions to show where letters have been omitted.
16. Put the exact words of the speaker between quotation marks. (" ")
17. To divide a word at the end of a line, put a hyphen at the end of the first part of the word to show that the rest of it is on the next line.

Notes to Teachers

A program in written language. *Writing Clearly* provides a complete program at this grade level in written language for boys and girls, regardless of age, who need the instruction and practice offered. It is planned to accompany *Communicating Ideas*, but because of its direct drive on skills and its clear organization it may be used with any other language textbook and also in situations where no textbook is utilized.

Important language activities. *Writing Clearly* provides instruction in the practice on appropriate skills, attitudes, and knowledge which the pupil needs for the important language activities that confront him both in and out of school. Among these activities are (1) Taking part in conversation and discussion, (2) Giving or writing reports, (3) Writing letters, (4) Telling or writing stories, (5) Using the telephone, (6) Giving or writing book reviews, (7) Giving or writing descriptions.

Language abilities. *Writing Clearly* offers definite instruction in and practice on four groups of items or abilities involved in carrying on one or more of the important language activities. These groups, which include only those items which can be handled satisfactorily by boys and girls who have reached this grade level in language, are:

1. *Items pertaining to the selection of ideas to be expressed.* Examples: (a) What to write about in a friendly news letter, (b) What to tell in describing a lost article, (c) How to choose a topic for a report, (d) What to tell in a review of a book or a movie.

2. *Items pertaining to writing clearly and exactly enough so that others can understand what is meant.* Examples: (a) Using words that say exactly what is meant, (b) Keeping sentences apart, (c) Telling things in good order, (d) Using the comma correctly in certain situations.

3. *Items pertaining to writing and speaking correctly.* Examples: (a) Using capital letters correctly, (b) Using words correctly, (c) Using punctuation marks correctly, (d) Pronouncing certain words correctly, (e) Using parts of speech correctly.

4. *Items pertaining to social amenities or courtesies involved in language activities.* Examples: (a) Introducing one friend to another, (b) Giving others a chance to talk in conversation and discussion, (c) Answering letters promptly.

Organization of the book. *Writing Clearly* is divided into ten units, each of which has the title of an important language activity such as *Reports* or *Stories*. Each unit contains from fourteen to sixteen lessons. Among the total of 150 lessons are seventeen lessons on selecting ideas to be expressed, twenty-one lessons on sentences, three lessons on speech, ten lessons on vocabulary, seven lessons on keeping to the topic and telling things in good order, eleven lessons on capitalization and punctuation, twenty-eight lessons on correct usage of words, and twenty-nine lessons on parts of speech.

The individual lesson. Each lesson occupies one or only one full page. The title indicates the item or ability being taught in the lesson. At the top of each page space is provided for the pupil to write his name so that the teacher may readily see to whom the work belongs. At or near the beginning of each lesson, the instructions or teaching statements are printed in boldface type and placed in a box. Directions to the pupil for carrying out the work in the lesson are clear and definite.

Each lesson is intended to be self-teaching. Except for giving some help on the first lesson or two, it is not necessary for the teacher to direct the use of the material. Each lesson can be handled entirely by each child working as an individual. It should be clear, however, that the teacher may encourage or call for group discussion of responses on any given lesson. Such discussions may be highly profitable in clarifying and fixing important facts and principles.

The book may be used to fit the individual needs in a given class. There is no reason why any pupil should work out a lesson which teaches only items that he has already mastered. Likewise, it is not necessary for all the pupils of a given class to work on the same lesson at the same time. It is entirely feasible for each pupil to cover thoroughly the lessons as rapidly as he can and at justice to other schoolwork permits.

A key to correct responses for the lessons is provided in a separate booklet. It is important that each lesson be scored as soon as possible after it is completed and that the pupil correct promptly any errors he may have made. Promptness in scoring results and correcting errors is essential to the maintenance of pupil interest and improvement.

Introducing the book. *Writing Clearly* may be introduced at any time during the year, but the sooner it is begun, the larger will be the results gained from its use. In order to help each pupil get off to a satisfying start, the teacher will find it advisable to talk over the first lesson or two with the pupils before they begin work with their pencils. This discussion should serve to remove any misconceptions or vague understanding that pupils may have of what they are to do with each part of the work. They should learn the importance of the five steps given at the front of the book on the page addressed to pupils and should understand how to take each step. Their attention should be called to the boxed material in the lessons and to the fact that they need to understand the statements and the explanations made in this material. Time spent at the beginning in making clear the procedures and habits of work that are to be established will be time saved throughout the entire course and will result in greater satisfaction to both pupil and teacher. Every pupil should understand that he is expected to work independently just as soon as possible, but that he is not to work blindly, and that he is to ask for help when he really needs it.

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